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Assessing Administrative Skills and Knowledge of Teachers'-College Principals in Tanzania

by ©

Joyce Jeremiah Msolla

A thesis submitted to the Faculty of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of
Master of Education

Department of Educational Administration

Edmonton, Alberta
Fall 1993

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ISBN 0-315-88088-0

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August 18, 1993

Miss Joyce Msolla
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Dear Miss Msolla:

You have my permission to use the model I designed which appears in Figure 2 titled,"Dimensions of Professional Development Programs," from the chapter Canadian Administrators Have Needs Too in the monograph edited by C.W. Edwards and J.W. Pruyne.

Best wishes in your study.

Cordially,

Konrad

Abram G. Konrad
Professor & Chair

AGK/ds

University of Alberta

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University of Alberta

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Assessing Administrative Skills and Knowledge of Teachers'-College Principals in Tanzania," submitted by Joyce Jeremiah Msolla in partial fulfillment of the requirements for the degree of Master of Education.

Dr. K. L. Ward (Advisor)

Dr. D. M. Richards

Dr. W. D. Samiroden

Date: August 4, 1993

Abstract

This survey study was conducted to investigate administrative skills and knowledge in the role performance of teachers'-college principals in Tanzania. All practising principals participated in the research. They identified their continuing-education needs by responding to the study questionnaire.

An exploratory research approach was used to examine the level of difficulty which principals encounter in performing important tasks in the position of college principal. Descriptive statistics were used to establish the relationship between the level of importance and the degree of difficulty encountered in performing each of the tasks which describe the role of a teachers'-college principal in Tanzania. It was assumed that the indication by principals that a relatively higher degree of difficulty is encountered when performing a task which is perceived to be of relatively higher importance would imply that principals are faced with problems in performing that task. Ways through which such problems might be alleviated include continuing-education activities. The quadrant assessment model (QAM) was applied to identify the most important tasks which were the most difficult to perform.

The participants in this study indicated that, basically, the level of importance of the tasks of a teachers'-college principal was high. The tasks of prime importance were related to processes associated with the maintenance, sustenance, and smooth running of the college. The tasks identified were aligned to areas of (a) student affairs, (b) legal and ethical issues, and (c) buildings and environment, followed by (a) internal and external relations, (b) planning and development, (c) finance and self-reliance projects, (d) staff personnel, and (e) curriculum and instruction. In this respect, tasks related to the area of material-resource management were not considered most important.

In this investigation the respondents felt that the overall degree of difficulty encountered in performing the tasks of a teachers'-college principal was low. However, they expressed the point that most problems were experienced in performing tasks aligned to areas of (a) finance and self-reliance projects, (b) material and resource management, (c) buildings and environment, (d) curriculum and instruction, (e) student affairs, (f) staff personnel, and (g) planning and development. Less problematic areas identified were internal and external relations and legal and ethical issues. The most significant problems specified were related to limited government funding and principals' participation in planning, decision making, and implementation of policies; extensive external influence from forces outside the college; and inadequate provision and management of human and material resources.

In the QAM the most important tasks identified as the most difficult to perform were aligned to areas of (a) material-resource management, (b) buildings and environment, (c) finance and self-reliance projects, (d) staff personnel, and (e) curriculum and instruction. It was concluded that principals could acquire appropriate administrative skills and knowledge through inservice education focused on their expressed needs and priorities. Principals' competency developed through continuing-education activities such as needs-focused workshops, seminars, and short courses may enable them to improve their role performance by applying suitable administrative-management and leadership strategies in specific prevailing college situations.

Acknowledgements

This study would not have been possible without the support and cooperation of many individuals. I wish to express my gratitude to Dr. Ken Ward, my thesis supervisor. His direction, support, and expertise were instrumental in the production of the research report.

I am grateful for the invaluable advice and guidance offered by the committee members, Dr. Donald M. Richards and Dr. Wallie D. Samiroden. Also, I would like to thank Dr. James Small for providing helpful suggestions.

Dr. Eugene W. Ratsoy, Chairman of the Department of Educational Administration, and Dr. Al MacKay, my initial Graduate Coordinator, made possible my admission to the department. Their consideration and support throughout my studies are greatly appreciated.

A debt of gratitude is owed to officials of the Canadian Training Fund for Tanzanian Women sponsored by CIDA and the Ministry of Community Development, Women's Affairs, and Children of Tanzania for providing funds for my studies at the University of Alberta. The cooperation received from the officials in the Ministry of Education and Culture in Tanzania, especially Mr. D. A. Mtavangu, Director of Teacher Education, is acknowledged.

I wish to thank Mrs. Chris Prokop for her insightful assistance in the analysis of data generated in the course of the study. I extend my gratitude to my friends and colleagues for their affection and expressions of faith in me. My special thanks to Nell Irwin for her encouragement and helpful comments.

I acknowledge the cooperation of all the teachers'-college principals who so willingly participated in the pilot phase and the conduct of the study. Their valuable thoughts, opinions, and comments are greatly appreciated.

Finally, I would like to thank my family for their inspiration and confidence in me. Through their love, encouragement, and understanding, my parents, brothers, and sisters helped me to complete my studies successfully. I am grateful to my brother Joseph for his assistance in coordinating the distribution and the collection of the research instrument.

To my parents Ester Semwangwa and Jeremiah Mwamsolla,
whose love, care, patience, and encouragement continue
to help me and my sisters and brothers better
understand ourselves and others. God bless you.

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Chapter 1

Introduction

In most developing African nations, relevant educational goals and content were defined in the 1960s following the attainment of independence. The aim of this initiative was to make education more appropriate to the context and thereby improve its relevance and quality. According to the Office for the Official Publications of the European Community (OOPEC; 1988), the United Republic of Tanzania is one of the least developed countries in the world. Nyerere (1967) noted that the colonial education system implemented in Tanzania was designed to inculcate the values of the colonial society, and therefore, historically, it prepared individuals for the service of the colonial state. However, in 1967 the government of Tanzania adopted the philosophy of socialism and self-reliance. Subsequently, the policy of Education for Self-Reliance (ESR) was promulgated and developed. The ESR policy emphasised the need to prepare the youth for the kind of life they are expected to live in mostly rural agricultural areas after their formal education.

Tanzanian teachers'-college principals are among the educational administrators in the country who are employed under the supervision of the director of teacher education in the Ministry of Education and Culture. As administrators in teacher-education institutions, they have a vital role to play in the implementation of the policy of Education for Self-Reliance. The Ministry of Education and Culture oversees the preparation of all teachers in the country. Teachers for preschool centres, primary schools, ordinary level secondary schools, and certificate teachers' colleges are trained in teachers' college under the direction of the Department of Teacher Education. Most secondary-school teachers study at the University of Dar-es-Salaam and other universities outside the country.

The inadequacy of qualified teachers is a long-standing problem in Tanzanian education. Besides adjustments with regard to the implementation of the ESR policy, teacher education has undergone extensive changes since independence in 1961. These changes affected both preservice and inservice teacher-education programs conducted in colleges and at the University of Dar-es-Salaam. Sweitzer (1976) pointed out that capable administrators are key persons in the process of organisational change for improvement. Similarly, in the case of Tanzanian teacher education, the implementation of different programs with respect to societal expectations and perceived goals depends upon the competency of principals. Therefore, effective principals need to be well equipped with appropriate administrative skills and knowledge.

In 1984 the Presidential Commission on Education (PCE) observed that in Tanzania most persons were appointed to occupy administrative and supervisory positions in the educational system without proper training. Rodwell and Hurst (1985) argued that if education is managed at the lower and middle levels by people who have no training, it is not surprising to find that they are not particularly effective, efficient, or responsive to change. In the same line, the PCE recommended that the Ministry of Education and Culture needs to prepare and implement an action plan to ensure that continuing education is provided to all persons occupying administrative and supervisory positions. For planners and decision makers carrying out that task, Konrad, Long, and Small (1976) stated that "the central issue or problem in program development is how to make sure that opportunities exist for administrators to meet their felt needs in ways that are acceptable to them" (p. 57). This is also the case in developing inservice programs for administrators in Tanzania. Therefore, as a prerequisite to planning and implementing such programs, it is important to understand the expressed needs and priorities of administrators' performance.

The intention of the researcher in this study was to assess needs for administrative skills and knowledge with regard to principals' perceptions and attitudes towards their role and role performance in order to be able to describe their continuing-education needs. Although the actual designing of an inservice program for principals is not in the scope of the study, some key factors which may be taken into account when planning ways to address these learning needs are highlighted. A survey approach was used to find out from principals their perceived level of the importance of tasks delineated in the role description of a teachers'-college principal. The degree of difficulty encountered in performing those tasks was also explored. All practising principals were involved in the study. A quadrant assessment model was used to describe principals' continuing-education needs. This approach secured input from participants currently implementing teacher-education programs in all colleges under the Department of Teacher Education.

The Problem Statement

In this study the researcher intended to identify continuing-education needs through focusing on the tasks performed in the role of a teachers'-college principal in Tanzania. The role description stipulated by the Ministry of Education and Culture for this position provided the primary source for developing a list of task statements which compose the principal's role. In order to pursue this study, the following questions were addressed:

1. What are the responsibility tasks considered by principals to be most important for the effective role performance of a principal in a teachers' college?

2. What is the degree of difficulty encountered by principals in performing important responsibility tasks in the role of a teachers'-college principal?

3. What inservice needs requiring the development of continuing-education programs arise from the relationship between the perceived level of importance and the corresponding degree of difficulty encountered by principals in performing each of their responsibility tasks?

4. What tasks need to be revised in the review process of the role description for a teachers'-college principal which is provided by the Ministry of Education and Culture?

Significance of the Study

A study to describe continuing education needs of principals in Tanzania was significant for a number of reasons. The role of a principal is influenced by the prevailing political, social, and economic developmental changes of the Tanzanian society. According to Ishumi (1984), there have been various innovations in teacher education since independence in 1961 up to the 1980s to cater for preparation of the required number of qualified teachers and cope with the expansion of education at all levels. Teacher education is currently characterised by a broad spectrum of preservice and inservice training programs. Because it was argued in the literature that administrators in education play a significant role in the process of organisational change for improvement, it was considered important to investigate and describe principals' continuing-education needs. Principals perform an administrative and leadership role in teachers' colleges; therefore, if their needs are known, appropriate ways to meet those needs can be sought. Principals with improved competencies will be able to play an active role in implementing educational change effectively; hence, increased understanding of their role performance was considered appropriate.

This study was conducted 10 years after a review of the Tanzanian educational system was carried out by the Presidential Commission on Education (PCE) in 1982. With regard to teacher education, the recommendation of the PCE highlighted strengths and weaknesses of the programs by identifying problem areas, including deficient teaching methods and inadequate specialised training for staff personnel such as tutors. It is evident that in order to improve teacher-education programs, competent principals capable of dealing with the identified problems are required. It follows then that conducting a study designed to reveal the feelings and attitudes of principals toward their role was timely.

The Institute of Management Training for Education Personnel (MANTEP) was established at Bagamoyo in 1979 for training educational administrators at all levels, including teachers'-college principals. As well, the Department of Teacher Education conducts an annual seminar designated for all principals. In these programs it is possible for principals to acquire knowledge and skills from the latest research and professional literature and also from each other's experiences. Focusing inquiry on the provision of relevant inservice education which is beneficial to principals provided an appropriate means for understanding their continuing-education needs and priorities.

Specifically, the study is significant in the following ways:

1. The generated database can provide information with regard to planning and implementing appropriate content and methodology for principals' preservice and inservice programs which might be beneficial to individuals involved in such undertakings.

2. Findings from this study might facilitate the review of the existing role description and role prescription for the position of a teachers'-college principal.

3. Information from this study might arouse awareness of principals with regard to their role performance.

4. Concerned parties can utilise information generated from this study in the process of recruiting and preparing college principals.

5. The findings of this study might form a basis for further research.

Definition of Terms

The terms listed below are relevant to this study. The meaning of some of these terms applies to the Tanzanian educational system. Terms related to the role theory are explained according to the work of Thomas and Biddle (1966) on role theory.

Principal: A person who is in charge of the administration of a teachers' college in Tanzania.

Tutor: A teacher or instructor in a teachers' college who can be involved in both residential and nonresidential teacher-training programs in Tanzania.

College: A tertiary teacher training institution in which preservice and inservice certificate or diploma courses are conducted.

Role: A set of standards, descriptions, norms, or concepts by anyone for the behaviour of a person or a position.

Position or status: A designated location in the structure of a social system applicable to the given situation, identified by the rights and obligations with reference to others within the same structure.

Role description: The actual person's behaviour which represents events, processes, and phenomena expected to be elicited in performing the role.

Role performance: Putting into effect the rights and obligations or duties which constitute a status.

Role prescription: An abstract idea of what the general norm in the culture is for the role.

Role expectation: The expectations that one holds for the role of a person occupying a particular position.

Role conflict: A situation in which two persons are unable to establish a satisfactory complementary or reciprocal role relationship due to conflicting sets of legitimised role expectations.

Role ambiguity: A state of affairs in which the role prescription contains contradictory elements or is vague.

Task: Any coordinated or directed activity by a person occupying a position to elicit a specific behaviour.

Continuing education: Extension of education, part time or full time, for adults beyond the school-leaving age, provided in schools, colleges, or higher-education establishments.

Assumptions

This study was conducted on the basis of the following assumptions:

1. The task statements could to a relatively great extent be exhaustive in describing the role of the principal.

2. The task statements could be clearly stated to avoid ambiguity which could result in diverse interpretations.

3. Principals who were willing to participate in the study would be capable of reporting their perceptions accurately.

Delimitations

1. The study was delimited to include teachers' colleges located on the Tanzanian mainland only. Zanzibar and the Pemba Islands were not included due to time and accessibility problems.

2. Sources of data were delimited to practising principals in teachers' colleges and documentation.

Limitations

1. The study is limited by the fact that data collection relies upon perceptions and feelings of participants, which depends upon their legitimate willingness to share their experiences sincerely and accurately.

2. The fact that the researcher was unable to travel to Tanzania limited the data-collection procedures to the use of a questionnaire.

3. The nature of the study renders the findings to be for a specific group of respondents; therefore, generalisations will have to be made with caution.

Organisation of the Thesis

In this chapter the following components of the study have been presented: (a) an introduction to the problem, (b) the statement of the problem, (c) the significance of the study, (d) the definition of terms, (e) the basic assumptions underlying the study, and (f) the delimitations and limitations of the study. The review of relevant literature is presented in Chapter 2.

In Chapter 3 the research design and methodology employed in the collection and analysis of data are described. Chapter 4 contains the analysis of data pertaining to perceptions of principals concerning the role of teachers'-college principals in relation to their continuing-education needs. An overview of the study, discussion of the findings of the study, and the implications and recommendations arising from those findings are presented in Chapter 5.

Chapter 2

Review of Related Literature

Introduction

In Chapter 1 it was indicated that the purpose of this study was to explore principals' perceptions of the role performance of a teachers'-college principal and to examine their continuing-education needs. To understand the role performance of administrators in educational organisations requires analysis of relevant theories and concepts. In this chapter, (a) a general overview of the organisation of social systems with the application of the role theory approach is presented, (b) administrative and leadership roles in organisations are discussed, and (c) educational administration in the Tanzanian context is explained. A summary of the content of this section is presented to conclude the chapter.

Organisation of Social Systems

Hanson (1991), quoting Rogers, defined an organisation as a stable system of individuals who work together to achieve common goals through a hierarchy of ranks and the division of labour. The author pointed out that in order to achieve an assigned task, the organisation needs to have (a) structure to give order to the system and its characteristics; (b) technological resources; and (c) people whose acts contribute to the organisational behaviour of selecting, communication, and decision making. This observation is in agreement with MacKay (1964), who suggested that variables which might affect the success and failure of a social organisation include organisational structure, the degree of goal attainment, the input of material and personal resources, and the characteristics of organisational members. It is evident, as suggested by Oeser and Harary (1966), that an organisation exists for the purpose of reaching some goal or set of goals.

Focusing on the dimension of structure of organisations, Owens (1991) explained that Weber (1947) envisioned principles of administration which form the basis of the ideal bureaucracy as follows: (a) a division of labour based on functional specialisation, (b) a well-defined hierarchy of authority, (c) a system of rules covering the rights and duties of employees, (d) a system of procedures for dealing with work situations, (e) impersonality of interpersonal relations, and (f) selection and promotion based only on technical competence.

Owens (1991) noted, however, that in the real world of educational administration one rarely encounters ideal situations. This does not mean that, to be described as nonbureaucratic, an organisation must be totally devoid of policies, regulations, or standard operating procedures; or that to be described as bureaucratic, an organisation must be totally devoid of sensitivity to or respect for people. The author stated that, on one hand, organisations whose purpose is to perform routinised tasks in relatively predictable environments can use effectively the highly formalised bureaucratic structure of classical tradition. On the other hand, organisations that are expected to respond and adapt to emerging problems in an environment of change can use more effectively the more flexible organisational structure that emphasises team work, collaboration, participation, and integrated effort. It may be deduced from this argument that the optimum form of organisational structure depends on a number of contingencies, such as the goal of the organisation, the type of tasks to be done, the extent and nature of the technology required, the relative stability of the environment, and the characteristics of people employed.

Hanson (1991) contended that educational organisations such as schools, colleges, and universities can be viewed as open systems interacting with and being influenced by their surrounding environments. Similarly, Bertrand (1972) stated that "a system is defined as a set of components interacting with each other, and a boundary which possesses the property of filtering both the kind and the rate of flow of inputs and outputs to and from the system" (p. 24). Subsequently, educational organisations can be viewed as institutions with certain roles and expectations and inhabited by individuals with certain personalities and need dispositions (Getzels and Guba, 1957).

Greenfield (1992) emphasised the fact that it is important to note that the essence of organisations is human beings who populate those organisations. He argued that organisations are not real; they exist only in the minds of people rather than as tangible, independent realities. Therefore, this concept suggests that the dynamic interactions of people with varying psychological and personality characteristics in the social system can be understood by applying the role theory approach.

The role theory. It has already been pointed out that organisations exist because there are tasks to be completed in order to attain a goal or a set of goals. A task is a job which consists of several interrelated task elements to be completed. In order to get the identified tasks in a system performed, various positions need to be established so that the people concerned with it may be organised into a set of actors corresponding to the set of task elements (Oeser & Harary, 1966).

According to Thomas and Biddle (1966), the term position virtually always refers to a collectively recognised category of persons for whom the basis for such differentiation is their common attribute, their common behaviour, or their common reactions towards them. The term role refers to the set of prescriptions defining what the behaviour of such a position member should be. The concept of role applies neither to unique individual personalities nor to persons but to positions within a structural system that includes persons, positions, and tasks. Owens (1991) described role expectations as the expectations that one person has for the behaviour of an individual occupying a position in an organisation. Role expectations can be expressed as role prescriptions or role descriptions. Role prescriptions are conceived of as norms and demands defining behaviour that ought to be elicited by an individual. Negative prescriptions forbid behaviour, whereas positive prescriptions permit behaviour. Role description is the representation of events, processes, or phenomena of the role. Role action or performance is influenced to some extent by role expectations of the actors and other people in the social system. Thomas and Biddle argued that action and performance behaviour is distinguished on the basis of its having been learned previously, its goal directedness, and its apparent voluntariness. Therefore, role performance refers to performances of a particular category of persons where the common features of such performances assume meaning by virtue of the context in which the expression is employed; for example, classification of performance by designations of leader and follower illustrate the operation of a functional criteria, whereas references to work performance and school performance derive from a classification in terms of institutional context.

On the basis of psychological and sociological concepts, Getzels and Guba (1957) conceived of social systems, regardless of level or size, as involving two major classes of phenomena which are conceptually independent and phenomenally interactive. The first class comprises the institutions with certain roles and expectations that will fulfill the goals of the system. The second class inhabiting the system are individuals with certain personalities and need dispositions. Observed behaviour may be perceived as a function of institution, role, and expectation, which collectively constitute the nomothetic dimension; and also individual, personality, and need disposition, which together constitute the idiographic activity in a social system.

However, Greenfield (1991) argued that organisations (including educational institutions) are not objects in nature. He suggested that an organisation is a moral order invented and maintained by human choice and will. Therefore, the essence of administration needs to be appreciation, judgement, and balancing. Greenfield observed that the systems view holds that society and its organisations are ordered around a coherent and consistent set of values. But as one moves from this view towards an understanding of the individual, the more disordered and conflict ridden life in organisations appears. Therefore, a consideration of the ends of education should command the administrator's attention as much as the means to it.

Viewing educational organisations as social systems leads to the conclusion that as the individuals, with all the needs, drives, and talents that human beings have, assume official roles, they shape those roles to some extent and are shaped by expectations held for such roles (Owens, 1991). Administrative and leadership positions exist in organisations, including educational institutions; therefore, it may be crucial to examine the role and role performance of individuals occupying such positions in those social systems. In so doing, one might be able to seek ways of alleviating identified problems which might prevail. This endeavour is undertaken in the present study.

Administration and Leadership in Educational Organisation

It is worthwhile to note that the terms leader, manager, and administrator imply different meanings to different people. According to Hanson (1991), manager and administrator are practically synonymous except that the former tends to be more contemporary and carries the implicit connotation of possessing some significant degree of decision-making authority. An administrator may carry out routine tasks as an organisation functionary. This is in agreement with Owens (1991), who defined administration as working with and through people individually or in groups to achieve organisational goals. Yukl (1989) pointed out that the essential distinction between a manager and a leader is that managers merely carry out position responsibilities and exercise authority, whereas leaders influence commitment. Yukl argued that leadership is defined broadly to include influence processes involving determination of the group's or organisation's objectives, motivating task behaviour in pursuit of these objectives, and influencing group maintenance and culture. Therefore, leadership is a function of groups, not individuals, so that in the interaction process one person is able to induce others to think and behave in certain desired ways. Leadership involves intentionally exercising influence on the behaviour of other people.

The administrative process. Gregg (1957) explained that the American Association of School Administrators (AASA) outlined the more crucial constitutional functions of the administrative process as follows: (a) planning or attempting to control the future in the desired goals through decisions made on the basis of careful estimates of probable consequences of possible courses of action, (b) allocation or procurement and allotment of human and material resources in accordance with the operating plan, (c) stimulating or motivating behaviour in terms of desired outcomes, (d) coordination or the process of fitting together the various groups and operations into integrated pattern of purpose-achieving work, and (e) evaluation or the continuous examination of the effects produced by the ways in which the other functions listed are progressing.

Mintzberg (1973) contended that formulations to describe the administrative process include Fayol's (1916) suggestion that organisational efficiency would result if management ordered its efforts in the following sequence: planning, organising, commanding, coordinating, and controlling. Later, Gulick and Urwick (1937) developed a formula, POSDCorRB, for efficient administration in the public sector to involve planning, organising, staffing, directing, coordinating, reporting, and budgeting. Along the same lines, Gregg (1957) outlined seven components of the administrative process: decision making, planning, organising, communicating, influencing, coordinating, and evaluation. It has been shown above that there is an overlap of meanings of words and phrases used to describe the administrative process. A general definition to accommodate the different meanings identified is most desirable. The application of various formulations of administrative process and principles of administration described by Weber (1947) in a bureaucratic organisational structure characterise the administrative behaviour. But Hanson (1991) observed that generations of administrators have been frustrated by failing to achieve the expectations of the ideal type of administration, ascribing the reasons for shortcomings in their organisations to their own leadership and incapacities. Cote (1984) reported findings which support this view. For example, college presidents seemed to believe that it had to be them, rather than the job itself, that was a problem if a problem existed regarding the fulfillment of expectations. Bush (1986) and Cohen, March, and Olsen (cited in Owens, 1991) identified three distinctive features of educational organisations that are troublesome in applying classical organisational concepts as follows: (a) Their goals are not specific and clear; therefore, it is difficult to evaluate achievement; (b) their technology is unclear and in important ways not well understood; hence, the impact of educational technology on learners may not be specified; (c) participation in them is fluid; students, teachers, and administrators move in and out, while parents and community members become involved sporadically.

Educational institutions are characterised by structural looseness too; for example, the core activity in these organisations, which is teaching and learning, is not controlled entirely by teachers or administrators. In such a situation Hanson (1991) and Owens (1991) agreed with the theory that optimum organisational structure and administrative process depend on a number of contingencies. The complexity of educational administration in schools and colleges can be dealt with by viewing the phenomenon as both a professional pursuit and a subject of intensive study to identify generalisations through careful research principles so that organised and analysed data which may be useful to the practising administrators are generated (Swift, 1976). In order to understand role performance of educational administrators, it is important to examine the nature of the administrative and managerial process.

Mintzberg (1973) conducted a study which was designed to provide more insight into what the manager actually does. Ten managerial roles categorised into three behavioural activities were identified as follows: (a) interpersonal behaviour concerned with interpersonal relations including figurehead, leader, and liaison roles; (b) information-processing behaviour for monitor, disseminator, and spokesman roles; (c) decision making, involving roles of entrepreneur, disturbance handler, resource allocator, and negotiator. According to Mintzberg's study, each of the 10 roles is described below:

Interpersonal behaviour:

Figurehead role:	performing symbolic duties of a legal and social nature as a consequence of a manager's formal authority; for example, signing letters and receiving visitors
Leader role:	effecting the integration between individual needs and organisational goals and the manifestation of managerial power which permeates all activities
Liaison role:	maintaining a web of relationships with individuals and groups; for example, attending social events

Information-processing behaviour:

Monitor role:	receiving information from a wide variety of sources both inside and outside of the organisation and being able to understand what is taking place in the organisation and in the environment
Disseminator role:	sending external factual or value information into the organisation and internal information from one subordinate to another

Spokesman role:	transmitting information out to the organisation's environment
Decision-making behaviour:	
Entrepreneur role:	acting as the initiator and designer of controlled change in the organisation
Disturbance-handler role:	dealing with involuntary sudden crises and change that is partially beyond the manager's control
Resource-allocator role:	exercising authority to allocate resources such as money, time, material and human resources, etc., in order to control strategy formation
Negotiator role:	representing the organisation at major negotiations as the figurehead, spokesman, and resource allocator in that organisation

The identified managerial roles described above raise the point that an individual employee occupying any managerial position needs considerable skill to be effective. Katz (1955) proposed a three-skill typology for effective administration; namely, technical skills, human-relations skills, and conceptual skills. First, technical skills involve knowledge about methods, processes, procedures, and techniques for conducting a specialised activity. Second, human-relations skills are attributed to the knowledge about human behaviour and interpersonal processes such as the ability to understand the feelings, attitudes, and motives of others from what they say and do. Third, conceptual skills relate to general analytical ability, logical thinking, proficiency in concept formation, and conceptualisation of complex and ambiguous relationships. These skills are essential for implementing the administrative process and are related to role performance of the administrator. Mintzberg (1973) observed that the leadership role is among the most significant of all roles and has received more attention than any other. Leadership behaviour is discussed further in the following section.

Leadership behaviour. Cohen and Roueche (1969) and Yukl (1989) commented that some authorities in administration as a field of study maintain that educational leadership is only one dimension of the total administrative process. But Kamm (1982) defined management as an action-oriented process of making use of available resources wherein people work through each other as individuals or groups in order to accomplish organisationally derived purposes, objectives, and goals. Leadership is defined as the process of influencing the activities of an individual or group in efforts toward goal achievement in a given situation. Most definitions of leadership reflect the fact that it is the process of deliberately influencing the activities of an individual or group toward goal achievement in a given situation.

Stogdill (1974) suggested that the following trait profile is characteristic of successful leaders:

> The leader is characterized by a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venturesomeness and originality in solving problems, drive to exercise initiative in social situations, self-confidence and a sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerance, frustration, and delay, ability to influence other persons' behaviour, and capacity to structure social interaction systems to the purpose at hand. (p. 175)

Yukl (1989), citing Bass (1981), concluded that "it is now recognized that certain traits increase the likelihood that a leader will be effective but they do not guarantee effectiveness, and the relative importance of different traits is dependent on the nature of the leadership situation" (p. 176). Halpin (1945) described two dimensions of leadership behaviour to be, first, consideration of the degree to which a leader acts in a friendly and supportive manner and shows concern, mutual trust, respect, and warmth toward the members of the organisation. The second initiating structure is the degree to which the leader endeavours to establish well-defined patterns of organisational channels of communication, methods, and procedures. The author indicated that this view is strongly supported by the managerial-grid connotation developed by Blake and Mouton (1985), who described two dimensions of organisational leadership as concern for people and concern for production. The argument in this model was that effective managers have high concern for both task and people, but the way that concern is translated into behaviour varies with the situation and from one situation to another. In agreement with the above observations, Barnard (1962) postulated three variables which affect leadership: the individual, the group of followers, and the conditions. According to Fiedler (1967; cited in Owens, 1991), these variables manifest into three aspects of situational favourability (the extent to which the situation gives a leader control over subordinates) as follows:

1. The quality of relations between leader and followers: When relations are good, for example, the leader is trusted, respected, and liked; the leader finds it easier to exercise influence and authority than when the relations are not good.

2. The degree to which the task is well structured: Goals are specific, tasks clear-cut, and the proper way to proceed is a matter of technical knowledge in some cases. But in most cases in organisations tasks are ambiguous, and one may not be sure of how to organise the work.

3. Power of the leader's position: the extent to which the leader is vested with such prerogatives as the right to hire or fire, give or withhold pay increases, promote or reassign, punish or reprimand.

In addition, Yukl (1989), citing Hersey and Blanchard, argued that the level of subordinate maturity (job maturity and psychological maturity) determines the optimal level of leader behaviour. They concluded that there is no single best leadership style suitable to all situations. Therefore, when subordinates have a task that is stressful, tedious, boring, dangerous, frustrating, or otherwise unpleasant, the leader can make work more tolerable by acting with consideration and supportiveness in order to minimise the negative aspects of the work environment rather than by behaving in a nonsupportive way.

Continuing-Education Needs for Educational Administrators

Farquhar and Piele (1972), citing Goldhammer (1968), stated that "although neglected at the present time by most preparatory institutions and related agencies, the continuous inservice education of administrators is one of the most imperative needs for the revitalization of education in our society" (p. 49). This observation applies to Tanzanian educational administrators for whom a competency-based approach to their assessment of administrative knowledge and skills might be desirable for developing effective inservice programs. The Presidential Commission on Education emphasised the need for individuals occupying administrative positions in education to undergo inservice courses in educational management and administration, after realising that for most of these people training is lacking. Henderson (1978) defined inservice training as structured activities designed exclusively or primarily to improve professional performance. It may lead to acquisition of professional qualifications, it may be undertaken with a view to securing a particular type of appointment, there may be no expectation of financial or academic reward, or it may imply voluntary or compulsory involvement.

The goal of continuing-education programs for educational administrators is to provide them with skills which enable them to improve their competencies. Caldwell (1979), citing McCleary (1973), defined competency as the presence of characteristics or the absence of disabilities which render a person fit or qualified to perform a specific task or assume a defined role. He identified two elements in such a definition: (a) the specification of the task or defined role, and (b) the indication of the knowledge (skills), ability, or other identifiable characteristics.

Citing Gregg, Miklos (1975) classified the role of an administrator as a process which includes the following components: planning, organising, coordinating, evaluating, decision making, communicating, and influencing. With regard to operational areas, the author, citing Campbell et al., classified the following school-community relationships: curriculum and instruction, pupil personnel, staff personnel, physical facilities, and finance and business administration. A matrix of seven processes and six areas resulted in 42 cells for which competency statements could be formed.

Focusing on administrators' indication of knowledge or skills, Katz (1957) identified technical skills, human skills, and conceptual skills. Downey (1961) modified the typology formulated by Katz and proposed the following: (a) technical-managerial skills: for accounts, records, timetable, correspondence, and resource allocation; (b) human-relations skills: motivation and influencing; (c) technical-educational skills: program development, curriculum problems, and teaching techniques; and (d) speculative-creative skills: creativity, innovation, and reflection. In addition, Mintzberg (1973) suggested that there are eight basic skills involved in managerial work, including peer skills, leadership skills, conflict-resolution skills, information skills, unstructured decision-making skills, resource-allocation skills, entrepreneurial skills, and introspection skills. These classifications focused on the school-based administrator are applicable to principals in Tanzanian teachers' colleges.

Owens (1991) suggested that through appropriate inservice programs, educational administrators could be taught (a) ways of getting along better with subordinates, (b) ways of handling administrative routines more effectively, (c) technical knowledge needed for decision making, and, not least important, (d) how to assess favourableness of various situations. In the Tanzanian educational system, principals can be described as middle managers who, according to Katz and Kahn

(1978; cited in Yukl, 1981), supplement the existing structure and develop ways to implement policies and goals established at higher levels. For them a roughly equal mix of technical skills, human-relations skills, and conceptual skills is most important. Hanson (1991) pointed out that matching specific inservice training programs to specific leadership styles is important. The author argued further that attempts should be made to provide administrators with training that will help them perform even better the types of tasks that they now perform best.

Williams (1982) conducted research to study selected programs in educational administration in the United States and Canada. He concluded that higher priority should be given to the development of conceptual patterns dealing with competency-based curricular team management, student-faculty decision-making roles, the input/output cost-benefit relationship, and computer technology, with more attention to provision of inservice programs rather than preservice programs. Similarly, Godman and Kempner (1988) reported that administrators perceived the following skills and personal characteristics to be most important to future administrative leaders: (a) human relations, (b) communication skills, and (c) flexibility in dealing with issues in a rapidly changing world. Courses which seemed to contribute to developing such skills were school/college law, human-resource management, clinical supervision, personal evaluation, and school/college finance. It is clear that a study designed to highlight the continuing-education needs of principals may help to establish a relationship between such inservice needs of principals and the continuing-education approaches which might be appropriate to cater for those needs.

Educational Administration and Leadership in Tanzania

The organisational mission of the educational system in Tanzania is focused on the philosophy of Education for Self-Reliance (ESR). After independence in 1961, educational-development policies in Tanzania were implemented, with emphasis on the expansion of education at all levels and the provision of equal opportunity to education for all citizens. Discrimination based on gender, religion, area, or regional location which prevailed during the colonial period was abolished.

The Arusha Declaration pronounced in 1967 reflected a significant commitment to building a state based on principles of equality, respect for human dignity, democracy, work by all, and exploitation by none. ESR was published concurrently as the appropriate educational philosophy for the post-independence society. According to Nyerere (1967), the goals of the ESR policy can be summarised as follows:

1. to change the mental values and attitudes inherited from colonialism;
2. to transmit from one generation to the next the accumulated wisdom and knowledge of the society which include skills for self-reliance;
3. to inculcate scientific and technological skills appropriate to the desired but constantly changing society;
4. to prepare people for future membership in a socialist society that practices the precepts of equality, human dignity, and the value of work;
5. to integrate school (colleges and universities) and community by making schools (colleges and universities) an integral part of the community that practices the concept of self-reliance; and
6. to promote a sense of belonging together and enhance the spirit of cooperation by making pupils (students) value work, practice their democratic rights, and also become accountable in their responsibilities.

Okoh (1980) described ESR as the ideology or philosophy which was meant to serve as a program for change from colonial to postindependence education by guiding the nation's educational theory and practice. Significantly, the objectives of teacher education are hinged upon ESR and include: (a) to provide student teachers with adequate knowledge, skills, and attitudes for professional use; (b) to provide student teachers with an understanding of the philosophical and psychological principles of teaching and learning; and (c) to provide serving teachers with further training to improve their academic and professional skills.

Bacchus (1973) commented that the leaders in Tanzania have quite clear ideas about what kind of society they are hoping to build, and their education system can best be assessed in terms of its contribution to the achievement of specified goals. But it is noteworthy that, as recommended by the Committee for Economic Development (CED; 1973), to be operational, goals in educational organisations need to be few in number and have to be supported by specific objectives pertaining to instruction, research, and service. It follows, then, that the general broad objectives of ESR and teacher education need to be defined in a more specific manner at the level of each educational institution. In addition, the roles of individuals and/or groups need to be delineated. Mosha (1990) observed that there was no document that either clearly interprets the precepts of ESR or delineates strategies for effective implementation of the policy.

Educational administrators in the context described above are considered to be instrumental in bringing about the desired change. But it is evident that they operate within generic organisational goals. Describing a connotation which can be applied in the Tanzanian case, Swift (1970) stated that "in its original sense educational administration involved knowledge about, and activities in respect of, those things which result in schools (colleges) operating in the most useful and effective way" (p. 2). The author gave the second meaning of the concept of educational administration (which needs to be recognised in Tanzania) as a combination of a professional pursuit and a subject of intensive, organised, theoretical and practical study.

Mbilinyi (1980) and Mosha (1990) argued that, on one hand, successful implementation of ESR was observable in the following results: (a) students and workers accepting the integration of productive work in schools and colleges and to some extent changing their values and attitudes toward manual work; (b) provision of equal opportunity and access to education, especially the free education at all levels in the transition; and (c) universities embarking on projects geared towards solving community problems. On the other hand, identified deficiencies in the attainment of the goals of ESR include: (a) Concentration on quantitative production from ESR projects does not enhance integration of academic and manual work; (b) the transition from a semi-capitalist to a socialist state is yet to be realised; (c) poor application of scientific and technological skills results in low production, and (d) the desired spirit of cooperation is not well developed in schools and colleges. Educational administrators in Tanzania are expected to enhance national development through education like other administrators and leaders in other political and government sectors.

With regard to structure as an organisational dimension, the educational system is established according to the United Republic of Tanzania's constitution ratified through the educational law. Central and local-government authorities and nongovernmental agencies participate in the implementation of educational tasks for attaining national education goals. The pattern of authority is indicated, and the roles of various persons occupying various positions are defined. At the national level education is organised under the Ministry of Education and Culture, which is composed of different departments, units, divisions, and institutions. Subsystems exist at zonal, regional, and district levels. Individuals functioning in the educational system occupy different positions. At the top of the hierarchical scale are the executives responsible for decision-making tasks, whereas administrators and school/ college inspectors in the middle levels work with professionals such as teachers, accountants, etc., and nonprofessional employees at the central office and in schools and colleges.

The argument presented by Owens (1991) applies to the situation in Tanzanian schools and colleges. On one hand, it appears that educational institutions are part of the bureaucracy, with an emphasis on the following issues of controlling and coordinating behaviour: maintaining firm hierarchical control of authority and close supervision of those in the lower ranks, establishing and maintaining vertical communication, developing written rules and procedures to set standards and guide actions, promulgating clear plans and schedules for participants to follow, and adding supervisory and administrative positions to the hierarchy of the organisation as necessary to meet problems that arise from changing conditions confronted by the organisation. On the other hand, these institutions may be described as loosely coupled with subunits having their own identity functions and boundaries. Therefore, schools and colleges are dual systems, partly bureaucratic and partly nonbureaucratic, with both decentralisation and centralisation of authority (Hanson, 1991).

Focusing on the factor of technological resources in educational institutions, the PCE (1984) and the Department of School (College) Inspection (1988) have revealed that there are inadequate hardware facilities such as machines and computers, as well as books and curriculum materials, in most educational institutions. This problem is aggravated by the shortage of foreign exchange, which is a constraint to importing sufficient materials.

Achievement of specified educational objectives is dependent on an appropriate supply of qualified persons to perform different tasks. Among individuals who play important roles in educational organisations are administrators and teachers. The PCE (1984) commented that no worthwhile results can be expected from well-defined goals if the system does not have capable, dedicated, well-trained, motivated teachers. This observation applies equally to educational administrators too. The situation in Tanzanian education is that there are inadequate teachers for some subjects at different levels of the educational system (Mosha, 1990); further, most educational administrators lack training. After identifying deficiencies on the part of administrators, the PCE stated that it is important to take into account special qualities in the process of appointment of persons to such positions. This implies that those persons who are already actors in those positions require continuing-education activities to acquire skills and knowledge.

The administrative and leadership roles of a principal are described in the Handbook for Leadership in Teachers' Colleges. The operational areas which compose administrative behaviour in these roles may be described as buildings and environment, curriculum and instruction, finance and self-reliance projects, internal and external relations, legal and ethical issues, planning and development, material-resource management, student affairs, and staff personnel. Increased understanding of specific behaviours that lead to successful job performance is important to both the organisation and the individual. Studies on continuing-education needs and administrative-skills assessment have been carried out in Canada. In these studies educational administrators at elementary, junior high, senior high, postsecondary college, and university levels were involved. The section below focuses on postsecondary-education, and the findings of two related studies are highlighted.

Related Research

In his study Sanders (1980) indicated that principals of the Grande Prairie School District had expressed concern for inservice needs in areas of improvement and evaluation of both the instruction and the staff. He described utilisation of the quadrant assessment model as a useful approach to the identification of inservice-training needs of groups within organisations.

Sweitzer (1976) reported on a study in which responsibilities performed by top-level administrators in American colleges and universities were identified. The perception of a task or responsibility as important and as a problem was viewed as a function of the administrator's values and professional resources, which were assumed to be partially related to the educational and experiential background of the administrator. Consequently, alleviation of such a problem could be facilitated by educational activities.

The results of this study indicated that those responsibilities viewed as most important were related to overall institutional development (planning and development, legal and ethical, and information system). Middle-range importance was attached to resources (acquiring, allocating, and adjusting to reduced resources). The research commented that, surprisingly, in light of the contemporary emphasis upon academic programs, relatively low importance is attached to curriculum change and students.

It was revealed that responsibilities that were most important to a college administrator were also the most difficulty to perform. Responsibilities concerned with institutional direction and survival were perceived to be most difficult (i.e., planning, adjusting to reduced resources and information systems). Those areas conceived to be the least difficult concerned curriculum change and external relationships. The greatest need for continuing education was perceived in the following areas: (a) planning and development, (b) acquiring/allocating resources, (c) adjusting to reduced resources, and (d) information system. Respondents indicated that activities that would be of most help and interest include (a) intensive institute workshops of one to three days or three to five days, (b) national professional meetings, and (c) abstracts of relevant current research.

Konrad, Long, and Small (1976) carried out a study to identify professional-development needs of middle-level administrators in Western Canadian two-year postsecondary institutions. From their study, the most significant performance-related needs were those which dealt with (a) leadership and program development, (b) knowledge and/or skills related to evaluation, and (c) planning and staff motivation. It was concluded that a broad range of needs existed among postsecondary administrators; therefore, greater efforts were to be made to provide for their professional-growth opportunities. It was realised that two dimensions which characterise program development were (a) topical area, and (b) target group. Action with regard to these dimensions could therefore be conceptualised as shown in Figure 1.

The approach to professional development represented in Quadrant C was identified as the more satisfactory approach in which an attempt is made to identify the needs within a designated group of administrators as the starting point for program planning. Quadrant A represents activity in which neither participants nor topics are identified (e.g., annual conventions). Quadrant B indicates a situation in which a specified group of administrators participates in a workshop or conference of broad base. Finally, Quadrant D represents the situation of offering a specific workshop to a large group of professionals who opt to attend on the basis of topical interest. It is clear that the study offered guidance to inservice-program planning in identifying appropriate topics and participants. The point raised is that a broad data base generated through research could be used to identify needs felt by administrators and salient characteristics of those whose needs are greatest.

Caldwell, Magnan, and Maynes (1980) conducted a study, the Project for the Development of Administrative Skills and Knowledge (A.S.K.). The purpose of the study was (a) to develop the potential of the Department of Educational Administration to identify and diagnose competence needs of educational administrators, (b) to identify lab materials relevant to competencies and to organise such materials for use by individuals and groups, (c) to test selected materials for instructional effectiveness under various circumstances, and (d) to assess the feasibility of establishing a comprehensive competency-development instructional system.

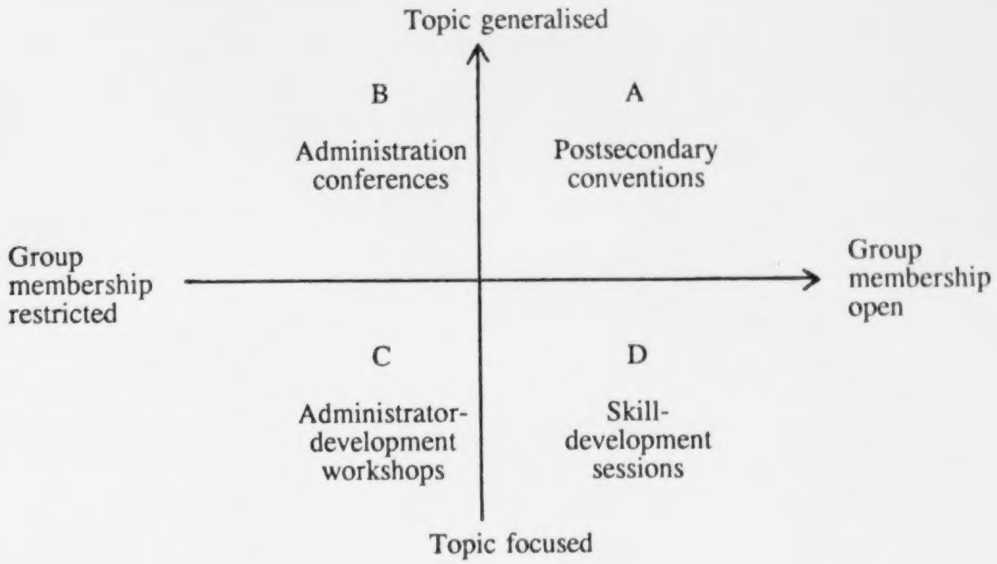
Topic generalised
B
Administration conferences
A
Postsecondary conventions
Group membership restricted
Group membership open
C
Administrator-development workshops
D
Skill-development sessions
Topic focused

Figure 1. Dimensions of professional-development programs (Konrad et al., 1976, p. 58).

Task statements which composed the questionnaire for this research were obtained through the use of lists identified in the literature. The selected list was screened by staff in the department and by external advisory committees. Participants in the process of developing the questionnaire were asked to recommend additions, modifications, or deletions. There was also input from experienced principals and superintendents before the final listing was completed. The findings from this study were established through the use of the quadrant assessment model. Respondents were asked to rate the importance and level of performance for each task for effective performance. Principals rated according to their own work in the current school year, while superintendents rated for principals in their jurisdictions. In the quadrant assessment model ratings of respondents in the profiles of importance and performance for each statement were used to place tasks into four quadrants depending on whether a statement was in the low or high category in each profile. It was reported that there was a high level of consensus between principals and superintendents with respect to ratings of importance and performance. Among other findings, tasks focused on preservice education were distributed across all operational areas, whereas tasks focused on both preservice and inservice education were drawn largely from the area of curriculum and instruction.

Summary

Organisation in social systems is characterised by structure, technological resources, and people who occupy various positions and play different roles. These dimensions are tailored towards attainment of organisational goals or a set of goals.

The dynamic interactions of people within a social system can be viewed on the basis of psychological and sociological concepts as conceived by Getzels and Guba (1957). The observed behaviour of an individual in a social system is perceived as a function of the institution role and expectations, on one hand, and the individual personality and need disposition, on the other hand.

Administrative and leadership roles within the administrative process are significant in social-system organisations. Expected behaviour in these roles requires specific skills to enable individuals to perform their tasks effectively. In Tanzanian educational organisations the well-trained administrators are expected to occupy administrative and leadership positions. This goal can be attained by provision of continuing education. Identification of felt needs tends to be an important factor in planning inservice programs. Therefore, a study to identify continuing-education needs for developing and implementing such a program may provide useful findings.

Chapter 3

Research Design and Methodology

This chapter is divided into three main sections. In the first section the research design used in the study is outlined. The development of an instrument used in the collection of data is described in the second section. The third section is about the methodology employed in the conduct of the study. An overview of descriptive statistics applications is also presented.

Research Design

The purpose of the present study was to assess needs for administrative skills and knowledge of principals in Tanzanian teachers' colleges. The intention of the research was to investigate the perceived level of difficulty which principals encounter in performing important responsibility tasks so that their continuing-education needs could be identified.

It was decided that the focus of the study would be on the perceptions of practising principals of the importance of tasks associated with their role and of their experiences during role performance. Assuming that persons who were performing tasks in the position of teachers'-college principal were the most accurate sources of information, the survey strategy was selected for this study to obtain information on dealing with issues of frequency and issues of perceptions and attitudes (Yin, 1982).

Individuals occupying the position of principal require appropriate skills for performing their roles effectively. The Ministry of Education and Culture has provided the role prescription for principals in a handbook called Leadership in Teachers' Colleges. Guidelines indicating expected behaviours which need to be performed in that position are described. Oeser and Harary (1966) pointed out that position is a concept connoting several sets of relationships between tasks and persons who carry out the tasks in terms of sociological characteristics or traits such as skills, intelligence, capacity for leadership, and temperament in terms of relationship to other people or positions and in terms of ability to perform certain tasks.

In this study the perception of a task as important and difficult to perform was an indication that principals were facing problems in performing such tasks. Alleviation of such problems could be achieved through the provision of focused continuing-education programs. Through such programs, principals could acquire skills and knowledge that could enable them to deal with problems in better ways in their position.

Major considerations in the research design included (a) the selection of respondents who could provide data for the purpose of the research, (b) the development and administration of appropriate instruments by which those data could be collected, and (c) the application of descriptive statistics to carry out data analysis.

Respondents. The population of respondents consisted of all practising principals on the Tanzanian mainland. This group of participants was selected because they were the role actors in the principal's position. Their role performance, according to Thomas and Biddle (1966), is related to three factors, among others, as follows: (a) the personality characteristics of those performing, (b) the position of which they are members, and (c) the prescriptions for their behaviours. It was considered appropriate to examine the role of a principal by focusing on the perceptions of individuals who were currently involved in performing responsibility tasks in that position. By establishing the level of difficulty experienced when performing important tasks, it was expected that the need for administrative skills and knowledge could be identified.

Mouly (1970) commented on the limitations of self-report as a technique in research by pointing out that individuals may be poor judges of themselves and biased reporters in that they tell what they feel or would like other people to believe that (perhaps unconsciously) they are or would like to be. Nevertheless, it is conceded that the technique did have value particularly as an exploratory tool which provides hypotheses to be tested subsequently by more rigorous means.

Instrumentation. The research instrument used in this study consisted of a questionnaire entitled "Administrative Role Performance of Principals in Tanzanian Teachers' Colleges." Documentation was carried out to supplement the instrument. Based on the role description of the principal provided by the Ministry of Education and Culture, an extensive literature review, and a pilot study, the items of the questionnaire were developed.

Methodology. Procedures identified to be necessary for the completion of this study included the following: (a) identification of the research population, (b) securing permission to conduct the research, (c) development and validation of the instruments, (d) data collection, (e) data analysis, and (f) reporting of the findings.

Development and Administration of the Instrument

Pilot study. A preliminary list of 66 statements was categorised into eight areas: academic matters, buildings and maintenance, financial management, legal issues, material-resource management, personnel management, self-reliance projects, and student affairs. These task statements were constructed from the role description in the handbook for principals. From the preliminary list 100 statements were structured by utilising literature on administrative skills and knowledge in relation to administrators' continuous-education needs and input from graduate students in the Faculty of Education, including Tanzanians. Sources included Caldwell et al. (1980), Sanders (1980), Sweitzer (1976), Konrad et al. (1976), and the Ministry of Education in Tanzania (1982). Responsibility-task areas were also reorganised so that two areas were introduced: (a) planning and development, and (b) internal and external relations. The area of financial management was combined with self-reliance projects. Some areas were rephrased so that the generated list of 100 task statement was organised in the following areas: (a) buildings and environment, (b) curriculum and instruction, (c) finance and self-reliance projects, (d) internal and external relations, (e) legal and ethical issues, (f) material-resource management, (g) planning and development, (h) student affairs, and (i) staff personnel, as shown in Appendix A.

The list of task statements from different responsibility areas, randomly mixed, together with the demographic and the open-ended parts, composed the first draft of the questionnaire. The questionnaire was subjected to scrutiny by graduate students, including Tanzanians, in the Faculty of Education. Their comments enabled corrections to be made before the modified final draft was mailed to four principals in Tanzania for the pilot study. Principals were selected by stratified random sampling according to college population, location, and courses conducted.

The questionnaire was pilot tested to determine whether or not (a) the information required would be elicited from the responses to the items; (b) the items were perceived as relevant, offensive, ambiguous, or distorted; and (c) other task statements were omitted and needed to be added.

Analysis and results of pilot study. Respondents suggested additional task statements and pointed out a few items which were ambiguous and needed to be reconstructed. No major changes were made in the questionnaire.

A questionnaire containing both open-ended and closed-ended items was used to collect data for the study. According to Borg and Gall (1989), little research on the merits of closed and open questions has been reported. What evidence there is suggests that the two formats produce very similar information. However, the qualitative nature of part of the information sought in this study made it necessary to use open-ended questions.

The questionnaire consisted of three parts: (a) Section A was composed of items for demographic data collection, (b) a list of specific responsibility-task statements describing the role of a teachers'-college principal was presented in Section B, and (c) Section C contained open-ended questions.

Demographic data. Items included in Section A were intended to enable the researcher to obtain demographic information for the following variables: sex, age, academic and professional qualifications, teaching experience, administrative experience prior to appointment to principalship, college population, location, and programs conducted. This information was used to establish characteristics of respondents and colleges in order to be able to understand how respondents' perceptions could be related to such factors.

Responsibility-task statements. Section B consisted of a list of 108 task statements describing the role of a teachers'-college principal in Tanzania. Respondents were asked to indicate by circling a selected number from two five-point Likert-type scales (a) their perceived level of importance, and (b) the current degree of difficulty encountered by the principal in performing each of those tasks. According to Caldwell et al. (1980), a competency-based approach to the provision of inservice education requires specification of the task or defined role of practitioners. The authors proposed that task statements can be identified by utilising (a) existing lists, (b) input from practitioners, (c) systematic classification of administrators' roles, (d) on-the-job task analysis, and (e) input from clients. Therefore, in this study responsibility-task statements were basically developed from the handbook Leadership in Teachers' Colleges.

Open-ended items. Open-ended responses were also solicited in Section C. It consisted of six questions which elicited respondents' descriptions of their daily and weekly tasks. They were expected to identify which tasks they thought were most important on a daily and weekly basis and what difficulties they encountered in performing those tasks. Principals were asked to suggest ways of dealing with the identified problems. Principals' perceptions with regard to their role performance were sought by requesting them to explain and give reasons whether or not they were finding their role difficult to perform. Content analysis of the responses to open-ended questions was conducted as follows:

1. Observations, views, comments, and reasons with regard to ratings were compiled for each task statement. For importance and difficulty profiles, emerging expressions were matched.

2. Additional statements of daily and weekly tasks were classified separately into nine responsibility areas of the questionnaire and then matched with the listed task statements where possible.

3. Significant problems were listed with corresponding solutions.

4. A frequency count of task statements, problems, and solutions was made for each of the listings according to the questions.

Information generated from open-ended questions was categorised according to emerging themes. These data were used to elucidate the perceptions expressed numerically on the rating scales.

Administration of the Instrument

Towards the end of November 1992 the final version of the questionnaire, together with a covering letter, was mailed to all principals in Tanzania, excluding those who had participated in the pilot study because they had already given their input by completing the long questionnaire. An envelope with paid postage was provided to respondents to facilitate return.

The covering letter and the questionnaire are included in Appendices D and E, respectively. Respondents mailed the completed questionnaires back to the researcher. A follow-up letter was sent to all respondents in February 1993, thanking those who had returned the completed questionnaires and asking those who had not returned the questionnaire to consider doing so.

Validity of the instrument. According to Borg and Gall (1989), validity is the degree to which a test measures what it purports to measure. In the process of developing the questionnaire items, consultations with the context of the study provided comments which were utilised by the researcher to improve adequacy and relevance of the items. Moreover, ideas from the review of the literature and opinions from the pilot study were utilised to construct task statements and questions expected to cover all aspects of the scope of the study.

Reliability. Reliability assessed the degree to which an instrument will yield the same results on repeated application (Borg & Gall, 1989). Due to constraints of time, resources, and accessibility, the significant test-retest approach as a method of establishing reliability was not applied in this study. Nevertheless, the results obtained from the data analysis of the pilot study were similar to the results of the research study, which was an indication that the questionnaire developed was appropriate for collecting the required data.

Methodology

The study was carried out by applying the following procedures:

1. The Ethics Review Committee of the Department of Educational Administration at the University of Alberta approved the study. Permission to conduct the study was also sought from the Principal Secretary in the Ministry of Education and Culture. The researcher was permitted by the authorities to mail questionnaires to respondents. The Director of Teacher Education was supportive after being informed about the study which was to be conducted in teachers' colleges.

2. Research-population identification was done by obtaining a list of all teachers' colleges in Tanzania from the Director of Teacher Education. Shown in Table 1 are some characteristics of the colleges from which respondents were drawn. Twelve (63.2%) of these colleges are in the rural areas, whereas 7 (36.9%) are in

Table 1

Classification of Respondents by College Location and Population

	Rural		Urban		Total	
Population	f	%	f	%	f	%
No response						
Below 249	4	21.0	4	21.0	8	42.1
250-499	6	31.6	1	5.3	7	36.9
500-749	2	10.6	1	5.3	3	15.9
750-999			1	5.3	1	5.3
Above 1,000						
Total	12	63.2	7	36.9	19	100.0

urban areas. In 15 (79.0%) of the colleges the student population was below 500. Courses conducted include preservice and inservice programs for Grade A and Grade B certificate courses, diploma in education, and specialised short courses.

3. Data were collected through a survey strategy by a mailed questionnaire.

4. Characteristics of respondents, including personal and demographic information, were provided in Section A of the questionnaire. In Table 2 the characteristics of respondents are shown. The majority of the principals, 17 (89.5%), were male; and 12 (63.2%) were between 45 and 55 years of age. There were fewer female principals than male. Most male respondents possessed a bachelor's degree. Female principals had lower academic qualifications and professional experience. Half of the respondents had been in the position of principal for less than five years. Most of the participants were appointed from the position of vice-principal to a principalship.

Table 2

Characteristics of Respondents

		Female		Male		Total	
		f	%	f	%	f	%
Age	23-34 years						
	35-44 years	1	5.3	6	31.6	7	36.9
	45-55 years	1	5.3	11	57.9	12	63.2
	Above 55 years						
	Total	2	10.6	17	89.5	19	100
Academic qualifications	Certificate						
	Diploma	2	10.6	2	10.6	4	21.2
	Bachelor's degree			10	52.6	10	52.6
	Master's degree			4	21.2	4	21.2
	Ph.D.			1	5.3	1	5.3
	Total	2	10.6	17	89.5	19	100
Principalship administrative experience	Below 5 years	1	5.3	8	42.1	9	47.4
	6-10 years	1	5.3	7	36.9	8	42.1
	11-15 years			1	5.3	1	5.3
	16-20 years						
	Above 20 years			1	5.3	1	5.3
	Total	2	10.6	17	89.5	19	100

(table continues)

		Female		Male		Total	
		f	%	f	%	f	%
Teaching experience	Primary schools	2	10.6	6	31.6	8	42.1
	Secondary schools			11	57.9	11	57.9
	Teachers' colleges	2	10.6	17	89.5	19	100.0
	Others			3	15.8	3	15.8
College administration experience	Head of dept.	2	10.6	9	47.4	11	57.9
	Academic coord.			6	31.6	6	31.6
	Dean of students			6	31.6	6	31.6
	Vice-principal			9	47.4	9	47.4
	Others			3	15.8	3	15.8
Position prior to principalship appointment	Head of dept.	2	10.6	3	15.8	5	26.3
	Academic coord.			2	10.6	2	10.6
	Dean of students			1	5.3	1	5.3
	Vice-principal			9	47.4	9	47.4
	Others			1	5.3	1	5.3

5. Treatment and analysis of data in this descriptive study involved determination of the distribution of the sample on the variables. Descriptive statistics, including mean, standard deviation, frequency distribution, and percentage, were used to describe data collected.

Quadrant Assessment Model

Information from the completed questionnaires was transferred into the computer so that two profiles of data, one for importance and the second indicating difficulty, were generated by the following procedure:

1. A tally of responses was made for each task statement to indicate the number of responses for each score on the five-point Likert-type scale, including 0 to indicate that a statement did not apply.

2. The score for each task statement was calculated by finding the mean score of ratings of all respondents.

3. The scores for each task statement were used to calculate the mean score and standard deviation for each of the two profiles of importance and difficulty.

4. A t-score was calculated for each of the 108 task statements so that statements could be ranked. The mean t-score of 50 of each profile was used as the cut-off point to determine high and low values for each profile.

5. Task statements were separated into four quadrants, shown in Figure 2, depending on whether or not each statement was on the high or low category in the two profiles.

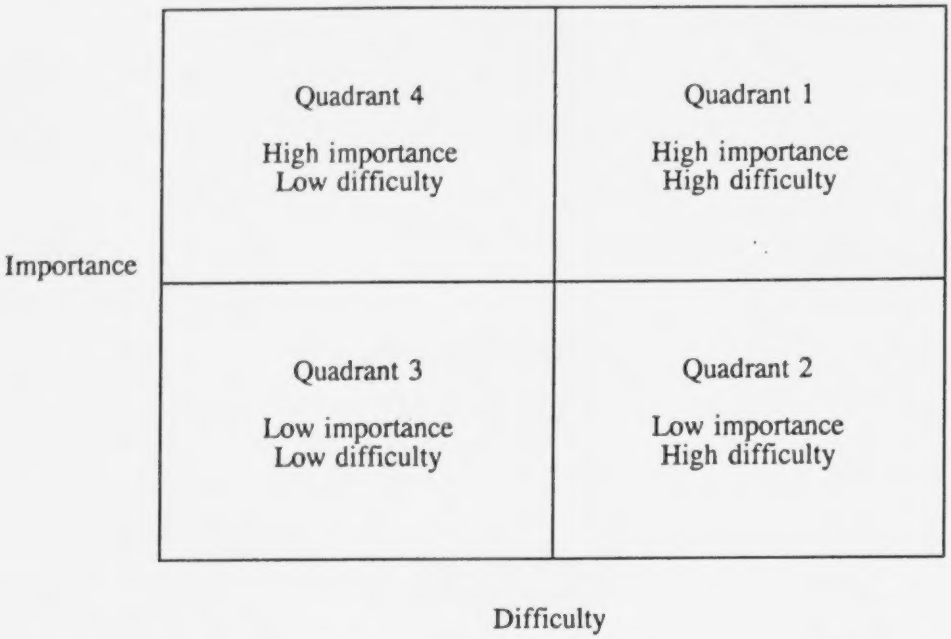

Figure 2. Quadrant assessment model

6. Spearman's rank order correlation was used to determine consensus in the ranking of 108 task statements in each of the two profiles.

7. For each of the nine responsibility areas, the percentage of task statements in each of the four quadrants was calculated.

8. The distribution of task statements from each responsibility area into the four quadrants of the quadrant assessment model was determined.

The process of separating task statements into four quadrants, according to Sanders (1980), involves the assumption that each item has two scales—importance and difficulty—which are mutually exclusive responses. Depending on whether a score for a particular statement is in the low or high category in the importance and difficulty profiles, placement for it is sought in one of the quadrants, as shown in Figure 2. The degree of need ranges from Quadrant 1 to Quadrant 2, Quadrant 3, and Quadrant 4. Interpretation of information in the quadrants is:

Quadrant 1

High importance and high difficulty ratings indicate that principals express high priority in training programs for these tasks. Both preservice and inservice programs are appropriate for individuals who are aspiring to that position or are already in that position, respectively. Tasks placed in this quadrant are of basic concern to this study because principals expressed that they face problems in performing tasks which are of relatively high importance.

Quadrant 2

Low importance and high difficulty ratings in this quadrant suggest that, considering their importance within the range of tasks, these tasks are receiving the time and effort that they require. Principals' placement in this quadrant indicates that they perceive a high degree of difficulty in performing these tasks which they feel are of relatively low importance. There could be various reasons for such an observation.

Quadrant 3

Low importance and low difficulty ratings can reflect a variety of conditions or explanations. It is suggested that the role of the principal in these tasks be reviewed so that it might be decided whether or not undue emphasis is being given to their performance.

Quadrant 4

High importance and low difficulty ratings indicate that principals having acquired knowledge and skills at the time of appointment manage to perform tasks in this quadrant with fewer problems; hence they desire that skill development in these tasks should be a priority in the preservice training programs.

Summary

In this chapter the design of the study was outlined and the methodology used in the study was described. The main aspects of the research design included the selection of an appropriate population to provide the source of data for the study, the choice and composition of the instrument to be used in the collection of necessary data, and the establishment of procedures to be applied in order to pursue the research.

Because the purpose of the study was to identify inservice-education needs of teachers'-college principals, it seemed appropriate to focus upon the practising principals who were currently actors in that position. These respondents would be requested to assess (a) the level of importance of tasks in the role of principal, and (b) the degree of difficulty encountered in performing those tasks. It was assumed that the expression of a high degree of difficulty encountered when performing important tasks would imply that problems exist which might be alleviated by educational approaches.

The target population was dispersed throughout the country; hence a mailed questionnaire with both open- and closed-end items appeared to be the most feasible instrument to be used in the data collection. A description of the development and administration of the instrument, the pilot study, the validity and reliability of the instrument, and the quadrant assessment model as a statistical technique which facilitate analysis of ratings of a large number of tasks were included.

Chapter 4

Presentation and Interpretation of Data

Introduction

In this chapter data generated from a survey of principals in Tanzanian teachers' colleges are presented and interpreted. The rate of response, as shown in Table 3, was 54.3%.

Table 3

Response Rate of Principals

Expected responses	Actual responses	Percentage of responses
35	19	54.3

With regard to the survey approach which was applied in this study, Cote (1984) argued that despite the fact that mail survey is, in many cases, the most feasible approach for retrieving data from large, widely dispersed samples, many researchers have expressed concern about its methodological validity based on the grounds of seriously deficient response rates. Kelinger (1973; cited in Cote, 1984) stated that responses to mail questionnaire are generally poor. Returns of less than 40% or 50% are common. The author commented that higher percentages are rare. At best, researchers must content themselves with returns as low as 50% or 60%. Hence, a response of 54.3% in this study may be accepted as satisfactory.

Principals' Perceptions Concerning the Level of Importance of the Tasks of a Teachers'-College Principal

One of the research questions in this study was,

> "What are the responsibility tasks considered by practising principals to be relatively most important for effective role performance of a principal in a teachers' college?"

In order to determine which of the responsibility tasks were perceived by principals to be most important, a list of task statements describing the role of a principal in nine responsibility areas was provided. Principals' ratings on a Likert-type scale with response alternatives from 1 (very low) to 5 (very high), including 0 for statements which do not apply, were used to rank all task statements in order of highest importance. Table 4 shows the ranking based on the frequency distribution ratings of the level of importance for the 108 task statements describing the role of a teachers'-college principal.

These results show that the 11 most important tasks as perceived by the principals are:

FP 9. Maintains bookkeeping and accounting system for government funds through proper use of vote book, cash book, and ledgers, etc.

IE 7. Handles confidential information through appropriate communication with people concerned according to the policies and regulations of the government.

SP 72. Conducts planned teaching-staff meetings.

PD 1. Carries out overall institutional planning.

SA 28. Works with staff to establish ways of guiding and monitoring student discipline.

BE 30. Establishes procedures for keeping college buildings and environment clean and safe.

SA 33. Ensures that only qualified students enroll for appropriate programs.

LE 38. Understands the Education Act 25 of 1978.

Table 4

Distribution of Principals' Ratings of the Level of Importance of the Tasks of a Teachers'-College Principal

		Level of importance														
		N.A. (0)		Very low (1)		Low (2)		Moder-ate (3)		High (4)		Very high (5)				
Area	Number and task statement	f	%	f	%	f	%	f	%	f	%	f	%	Mean	S.D.	Rank
FP	9. Maintains a bookkeeping and accounting system for government funds through proper use of the vote book, cash book, and ledgers, etc.							1	5.6	4	22.2	13	72.2	4.67	.594	1.5
IE	7. Handles confidential information through appropriate communication with people concerned according to the policies and regulations of the government.							2	11.1	2	11.1	14	77.8	4.67	.686	1.5
SP	72. Conducts planned teaching-staff meetings.							1	5.6	5	27.8	12	66.7	4.61	.608	4.5
PD	1. Carries out overall institutional planning.							1	5.6	5	27.8	12	66.7	4.61	.608	4.5
SA	28. Works with staff to establish ways of guiding and monitoring student discipline.							1	5.6	5	27.8	12	66.7	4.61	.608	4.5
BE	30. Establishes procedures for keeping all college buildings and environment clean and safe.							1	5.6	5	27.8	12	66.7	4.61	.608	4.5
SA	33. Ensures that only qualified students enroll for appropriate programs.	1	5.6					1	5.6	5	27.8	11	61.1	4.59	.618	8
LE	38. Understands the Education Act 25 of 1978.	1	5.6					1	5.6	5	27.8	11	61.1	4.59	.618	8
LE	40. Ensures that a college board is established and maintained according to the Education Act 25 of 1978.	1	5.6					1	5.6	5	27.8	11	61.1	4.59	.618	8

(table continues)

Area	Number and task statement	(0)		(1)		(2)		(3)		(4)		(5)				
		f	%	f	%	f	%	f	%	f	%	f	%	Mean	S.D.	Rank
BE	100. Ensures that preventive maintenance work is carried out to keep buildings and equipment in good condition.							1	5.6	6	33.3	11	61.1	4.56	.616	10.5
SA	14. Develops organisational structures which allow students' involvement in college affairs, e.g., through their government, according to the policies and guidelines.							1	5.6	6	33.3	11	61.1	4.56	.616	10.5
CI	73. Maintains proper keeping of academic records which facilitates preparation of required reports for the National Examination Council and the central office in the Ministry of Education and Culture.	1	5.6					1	5.6	6	33.3	10	55.6	4.53	.624	13
CI	86. Collaborates with the academic coordinators/heads of departments to monitor and ensure that tutors teach effectively according to their lesson plans with respect to the prepared schemes of work and syllabi.	1	5.6					1	5.6	6	33.3	10	55.6	4.53	.624	13
LE	79. Complies with the Education Act 25 of 1978, especially in aspects of college-board functions, student dismissal, and registration of teachers.	1	5.6					1	5.6	6	33.3	10	55.6	4.53	.624	13
LE	46. Understands teachers' professional policies and regulations established by the Teachers Service Commission.							1	5.6	7	38.9	10	55.6	4.50	.618	21
FP	108. Facilitates procurement of funds required for running the college from the central office in the Ministry of Education and Culture.	1	5.6							7	38.9	10	55.6	4.50	.624	21
MR	26. Ensures that staff and students are involved in maintaining security in the college.							1	5.6	7	38.9	10	55.6	4.50	.618	21
PD	6. Establishes proper procedures for keeping minutes of staff, student, committee, and department meetings.							2	11.1	5	27.8	11	61.1	4.50	.707	21
IE	50. Takes action on discipline matters requiring his or her intervention.							1	5.6	7	38.9	10	55.6	4.50	.618	21

(table continues)

Area	Number and task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
FP	21. Monitors self-reliance projects in order to maintain proper accounting for college fund.							1	5.6	7	38.9	10	55.6	4.50	.618	21
CI	53. Ensures that there is the required number of qualified tutors to meet the needs of the program/s for courses conducted.							3	16.7	3	16.7	12	66.7	4.50	.780	21
MR	35. Establishes procedures for checking to ensure that college materials are kept in good order, clean, and safe whether in store or in places of use.							1	5.6	7	38.9	10	55.6	4.50	.618	21
IE	51. Provides immediate report/s to the central office in the Ministry of Education and Culture of any emergency or major event such as an accident or theft.							1	5.6	7	38.9	10	55.6	4.50	.618	21
SA	11. Establishes an effective communication system so that students may express their concerns.							2	11.1	5	27.8	11	61.1	4.50	.707	21
MR	37. Ensures that purchased materials of the same-type quality and quantity are recorded in appropriate ledgers, i.e., food in ration ledger, consumable materials in consumables ledger, and nonconsumable materials in nonconsumables ledger.							1	5.6	7	38.9	10	55.6	4.50	.618	21
PD	10. Plans meetings of the board.							1	5.6	7	38.9	10	55.6	4.50	.618	21
SP	36. Facilitates staff participation in running the college by establishing functioning committees with clearly stipulated responsibilities.							2	11.1	5	27.8	11	61.1	4.50	.707	21
FP	107. Plans expenditure of funds allocated by the head office in the Ministry of Education and Culture.	1	5.6					1	5.6	7	38.9	9	50.0	4.47	.624	28
LE	59. Complies with government standing orders and policies.							2	11.1	6	33.3	10	55.6	4.44	.705	35

(table continues)

Area	Number and task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
SP	93. Ensures that every employee obtains benefits according to the Standing Orders and the Teachers Service Commission regulations.							2	11.1	6	33.3	10	55.6	4.44	.705	35
CI	29. Ensures that tutors teach and mark students' exercises.							3	16.7	4	22.2	11	61.1	4.44	.784	35
CI	2. Ensures that there are enough teaching materials, equipment, and premises such as labs, etc., for effective implementation of the program.							2	11.1	6	33.3	10	55.6	4.44	.705	35
PD	42. Ensures that decisions made during meetings of the college board, teaching staff, nonteaching staff, staff and students, departments, and committees, etc., are implemented.							2	11.1	6	33.3	10	55.6	4.44	.705	35
LE	84. Understands government standing orders.							2	11.1	6	33.3	10	55.6	4.44	.705	35
SA	65. Promotes procedures for evaluating students' discipline.							1	5.6	8	44.4	9	50.0	4.44	.616	35
IE	105. Delegates power and responsibility to members of college community.							2	11.1	6	33.3	10	55.6	4.44	.705	35
IE	52. Resolves conflicts and antagonisms which arise in the college.							3	16.7	4	22.2	11	61.1	4.44	.784	35
CI	97. Works with teachers to facilitate the availability of syllabi and text and reference books necessary for effective teaching of all required subjects.							1	5.6	8	44.4	9	50.0	4.44	.616	35
SA	75. Facilitates the process of preparing and sending joining instructions to new students.							2	11.1	6	33.3	10	55.6	4.44	.705	35
SP	96. Assigns responsibility positions to staff members according to their individual interests and expertise, on one hand, and the organisational goals, on the other hand.							2	11.1	6	33.3	10	55.6	4.44	.705	35

(table continues)

Area	Number and task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
LE	77. Complies with the teaching-profession regulations outlined by the Teachers Service Commission.							1	5.6	8	44.4	9	50.0	4.44	.616	35
PD	90. Ensures that the practising primary school is run effectively.	1	5.6					1	5.6	8	44.4	8	44.4	4.41	.618	42
MR	12. Monitors college records of material resources with regard to purchase, delivery, storage, issuance, and loan in order to maintain up-to-date bookkeeping according to financial orders part III.							2	11.1	7	38.9	9	50.0	4.39	.698	45.5
SA	5. Advises staff on matters pertaining to student rights and responsibilities.							3	16.7	5	27.8	10	55.6	4.39	.778	45.5
IE	63. Reads all incoming official letters unless this can be done by an authorised person.							2	11.1	7	38.9	9	50.0	4.39	.698	45.5
SP	83. Ensures that the college has the required number of supporting staff to offer the required services.							1	5.6	9	50.0	8	44.4	4.39	.608	45.5
LE	43. Collaborates with the board chairperson to conduct meetings of the college board.							1	5.6	9	50.0	8	44.4	4.39	.608	45.5
PD	68. Ensures that there is overall proper recordkeeping.							3	16.7	5	27.8	10	55.6	4.39	.778	45.5
SA	78. Collaborates with staff to conduct orientation meetings with the new students.							1	5.9	9	52.9	7	41.2	4.35	.606	49
MR	18. Ensures that purchase and procurement of services and materials is carried out according to government rules and regulations.							2	11.1	8	44.4	8	44.4	4.33	.686	54
IE	98. Designs a system for involving staff members in evaluating college operations through ways such as consultations, meetings, etc.							2	11.1	8	44.4	8	44.4	4.33	.686	54

(table continues)

Area	Number and task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
SA	54. Collaborates with staff to establish procedures for conducting students' graduation ceremony.							2	11.1	8	44.4	8	44.4	4.33	.686	54
PD	88. Enhances preparation of college daily schedule.							2	11.1	8	44.4	8	44.4	4.33	.686	54
SP	57. Evaluates the performance of teaching and nonteaching staff members.							2	11.1	8	44.4	8	44.4	4.33	.686	54
MR	74. Facilitates availability of materials and equipment to enable effective teaching in all subjects of the program.							3	16.7	6	33.3	9	50.0	4.33	.767	54
IE	45. Establishes good relationship between the college and various levels of community, for example, village, ward, division, district, and region, through mutual assistance.							1	5.6	10	55.6	7	38.9	4.33	.594	54
CI	76. Collaborates with staff to establish and apply procedures for rewarding outstanding student achievement.							2	11.1	8	44.4	8	44.4	4.33	.686	54
CI	49. Works with teachers to plan and supervise the implementation of the college timetable, which optimally matches time, space, staff, student, and subject matter.							2	11.1	8	44.4	8	44.4	4.33	.686	54
PD	4. Collaborates with staff to prepare the college calendar indicating dates and implementers for all important events in the college.	1	5.6	1	5.6			1	5.6	6	33.3	9	50.0	4.29	1.047	60
CI	15. Works with tutors to design appropriate methods for evaluating teaching.	1	5.6	1	5.6			1	5.6	6	33.3	9	50.0	4.29	1.047	60
SA	20. Maintains a well-established system for student accounting through college register, class-attendance registers, etc.	1	5.6					2	11.1	8	44.4	7	38.9	4.29	.686	60
IE	95. Distributes college calendar to all concerned parties within and outside the college.							3	16.7	7	38.9	8	44.4	4.28	.752	64.5

(table continues)

Area	Number and task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
SP	64. Conducts planned nonteaching staff meetings.							2	11.1	9	50.0	7	38.9	4.28	.669	64.5
FP	89. Ensures that payment for materials and services delivered is not delayed.							1	5.6	11	61.1	6	33.3	4.28	.575	64.5
SP	27. Recognises and recommends worthwhile accomplishment of staff.							4	44.4	5	27.8	9	50.0	4.28	.826	64.5
SP	16. Establishes a system for encouraging and assisting staff to participate in professional-development activities and programs.							3	16.7	7	38.9	8	44.4	4.28	.752	64.5
BE	19. Ensures that there are enough buildings to enable effective running of the college.					1	5.6	2	11.1	6	33.3	9	50.0	4.28	.895	64.5
CI	55. Establishes a system for reporting student progress to parents, guardians, or emplcyers.	1	5.6			1	5.6	2	11.1	6	33.3	8	44.4	4.23	.903	68
MR	104. Ensures that a well-maintained library is furnished with books, materials, and equipment needed to facilitate instruction.							1	5.6	12	66.7	5	27.8	4.22	.548	69
SP	32. Adopts guidelines from the central office to establish staff positions with clearly defined duties and responsibilities.	1	5.6					3	16.7	8	44.4	6	33.3	4.18	.728	71
IE	3. Writes all outgoing official letters from the college unless this can be done by an authorised person.	1	5.6					3	16.7	8	44.4	6	33.3	4.18	.728	71
SP	62. Facilitates personal and career counselling for staff members.	1	5.6					3	16.7	8	44.4	6	33.3	4.18	.728	71
IE	82. Deals with conflicting interests of individuals or groups in the college.			1	5.6			1	5.6	9	50.0	7	38.9	4.17	.985	75.5

(table continues)

		(0)		(1)		(2)		(3)		(4)		(5)				
Area	Number and task statement	f	%	f	%	f	%	f	%	f	%	f	%	Mean	S.D.	Rank
FP	17. Facilitates preparation of budget estimates for funds allocated by the head office in the Ministry of Education and Culture in accordance with the policies, regulations, and procedures of the government.					1	5.6	3	16.7	6	33.3	8	44.4	4.17	.924	75.5
IE	66. Forwards all official letters from the college unless this can be done by an authorised person.					1	5.6	1	5.6	10	55.6	6	33.3	4.17	.786	75.5
FP	34. Facilitates preparation of budget estimates for funds raised from self-reliance projects in accordance with the policies, regulations, and procedures of the government.					1	5.6	3	16.7	6	33.3	8	44.4	4.17	.924	75.5
PD	58. Ensures that all events scheduled in the college calendar take place as planned.							2	11.1	11	61.1	5	27.8	4.17	.618	75.5
CI	61. Assists tutors in developing effective practices in teaching for attaining objectives of the program.							3	16.7	9	50.0	6	33.3	4.17	.707	75.5
SA	56. Facilitates transport arrangements for students to and from holidays.	3	16.7					2	11.1	9	50.0	4	22.2	4.13	.640	79
LE	99. Works with staff to adopt guidelines from the Ministry of Education and Culture to establish regulations for student conduct.	1	5.6					3	16.7	9	50.0	5	27.8	4.12	.697	80.5
SA	67. Facilitates availability of guidance and counselling services to students.	1	5.6			1	5.6	3	16.7	6	33.3	7	38.9	4.12	.928	80.5
FP	80. Works with students and staff to innovate new projects for raising self-reliance funds in the college.							4	22.2	8	44.4	6	33.3	4.11	.758	84
BE	24. Innovates ways by which new buildings might be constructed through self-reliance to meet college-expansion needs.							3	16.7	10	55.6	5	27.8	4.11	.676	84

(table continues)

Area	Number and task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
MR	91. Ensures that up-to-date inventories are put in rooms of all buildings where there are college materials and equipment.					1	5.6	2	11.1	9	50.0	6	33.3	4.11	.832	84
MR	47. Ensures that written requests are made for all materials for loan which have to be recorded before issue.							3	16.7	10	55.6	5	27.8	4.11	.676	84
IE	39. Works with staff members to organise student cultural and sports performances in the community or in other colleges in order to promote a positive college image in the community.							4	22.2	8	44.4	6	33.3	4.11	.758	84
FP	41. Works with college community to sustain and improve existing self-reliance projects in order to raise college funds.							4	22.2	9	50.0	5	27.8	4.06	.725	87
LE	103. Ensures that Tanzanian traditions and customs are maintained by the college community.					1	5.6	3	16.7	9	50.0	5	27.8	4.00	.840	89.5
SA	22. Maintains satisfactory and effective provision of students' utilities; for example, health, water, food, transportation, etc.					1	5.6	5	27.8	5	27.8	7	38.9	4.00	.970	89.5
IE	92. Promotes the spirit of working together with communities surrounding the college; for example, during the implementation of national campaigns.	1	5.6			2	11.1	2	11.1	7	38.9	6	33.3	4.00	1.000	89.5
IE	70. Enables students and staff to get access to relevant educational and professional information from within the college, community, and other sources such as the central office in the Ministry of Education and Culture.					1	5.6	5	27.8	5	27.8	7	38.9	4.00	.970	89.5
IE	81. Enhances community participation in college activities; e.g., by inviting community members to attend college ceremonies, cultural shows, etc.					2	11.1	4	22.2	5	27.8	7	38.9	3.94	1.056	92.5
SP	85. Conducts an orientation program for new staff members.	2	11.1			1	5.6	3	16.7	8	44.4	4	22.2	3.94	.854	92.5

(table continues)

		(0)		(1)		(2)		(3)		(4)		(5)				
Area	Number and task statement	f	%	f	%	f	%	f	%	f	%	f	%	Mean	S.D.	Rank
BE	31. Administers community use of college buildings and facilities.							5	27.8	10	55.6	3	16.7	3.89	.676	95
IE	23. Ensures that an appropriate office filing system is maintained.							8	44.4	4	22.2	6	33.3	3.89	.900	95
PD	106. Enhances involvement of practising primary school in the college program.	2	11.1					4	22.2	10	55.6	2	11.1	3.88	.619	95
CI	101. Supervises teaching in practising primary school.	3	16.7			1	5.6	3	16.7	8	44.4	3	16.7	3.87	.834	97
PD	87. Facilitates expansion of the college capacity.					1	5.6	5	27.8	8	44.4	4	22.2	3.83	.857	98
MR	94. Carries out stock verification frequently.	2	11.1	1	5.6			3	16.7	9	50.0	3	16.7	3.81	.981	99
IE	69. Adopts community input in college decisions.	1	5.6					8	44.4	5	27.8	4	22.2	3.77	.831	100
IE	8. Enhances utilisation of neighbouring community resources.							8	44.4	7	38.9	3	16.7	3.72	.752	102
CI	25. Facilitates instructional approaches which supplement classroom teaching; for example, field trips, study tours, student exchanges with other colleges, etc.							8	44.4	7	38.9	3	16.7	3.72	.752	102
IE	102. Provides advice and assistance to neighbouring community as need arises.					2	11.1	6	33.3	5	27.8	5	27.8	3.72	1.018	102
CI	44. Teaches in classes in order to get acquainted with students and set an example.			1	5.6	2	11.1	3	16.7	8	44.4	4	22.2	3.67	1.138	104
IE	60. Promotes adult-education programs in the college and in the community.	1	5.6	2	11.1	5	27.8	8	44.4	2	11.1			3.59	.870	105
MR	13. Maintains functioning fire-fighting facilities in the college.	2	11.1			2	11.1	5	27.8	8	44.4	1	5.6	3.50	.816	106

(table continues)

Area	Number and task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
BE	48. Collaborates with the housing committee to inspect staff homes in order to ensure that the staff houses are kept in good condition as required by government rules and regulations.			1	5.6	3	16.7	5	27.8	5	27.8	4	22.2	3.44	1.199	107
MR	71. Enables members of staff and students to acquire fire-fighting skills.	3	16.7	1	5.6	3	16.7	4	22.2	4	22.2	3	16.7	3.33	1.234	108

Code:

N.A.: Not applicable
BE: Buildings and environment
CI: Curriculum and instruction
FP: Finance and self-reliance projects
IE: Internal and external relations
LE: Legal and ethical issues
MR: Material-resource management
PD: Planning and development
SA: Student affairs
SP: Staff personnel

LE 40. Ensures that a College Board is established and maintained according to the Education Act 25 of 1978.

BE 100. Ensures that preventive maintenance work is carried out to keep buildings and equipment in good condition.

SA 14. Develops organisational structures which allow students' involvement in college affairs, e.g., through their government, according to the policies and guidelines.

The frequency distribution of principals' ratings of the importance of their responsibility tasks indicate that most respondents selected 3 (moderate), 4 (high), and 5 (very high) scores on a scale of 1 (very low) to 5 (very high). The overall mean of the importance profile is 4.3, implying that principals perceive the majority of their tasks as being of a relatively high level of importance. Analysis of the distribution of the first 11 most important tasks indicates that there is one statement from each of the following areas: (a) finance and self-reliance projects, (b) internal and external relations, (c) planning and development, and (d) staff personnel; and two statements from each of the areas of (a) buildings and environment, and (b) legal and ethical issues. Three statements were selected from the student affairs area and no task statements from the areas of either material-resource management or curriculum and instruction were ranked among the first 11 tasks perceived to be most important.

To a great extent this is in agreement with the responses which principals gave with regard to the open-ended items of the questionnaire. Out of tasks which they described as being performed in a typical working day and working week, principals indicated that tasks in the responsibility areas of (a) internal and external relations, (b) planning and development, and (c) curriculum and instruction were most important, followed by the second group of (a) student affairs, (b) staff personnel, (c) buildings and environment, (d) legal and ethical issues, and (e) finance and self-reliance projects. No tasks from the area of material-resource management were mentioned. It should be noted that with respect to what principals view as the most important daily or weekly tasks, tasks in the area of curriculum and instruction are included, although none of its tasks was listed among the first 11 in the importance profile. But in both instances no task from the area of material-resource management is mentioned.

Principals' Perceptions Concerning the Degree of Difficulty Encountered in Performing Tasks of a Teachers'-College Principal

The second question in this study was,

> "What is the degree of difficulty encountered by principals in performing important responsibility tasks in the role of a teachers'-college principal?"

As for the importance profile, the ratings of principals on a Likert-type scale for the degree of difficulty encountered in performing each of the 108 tasks were used to rank all task statements in order of highest degree of difficulty. Table 5 shows the frequency distribution of principals' ratings of the degree of difficulty.

Principals expressed that they encounter the highest degree of difficulty in performing the following first 11 tasks as follows:

BE 19. Ensures that there are enough buildings to enable effective running of the college.

MR 104. Ensures that a well-maintained library is furnished with books, materials, and equipment needed to facilitate instruction.

MR 71. Enables members of staff and students to acquire fire-fighting skills.

SA 22. Maintains satisfactory and effective provision of students' utilities; for example, health, water, food, transportation, etc.

CI 25. Facilitates instructional approaches which supplement classroom teaching; for example, field trips, study tours, students exchanges with other colleges, etc.

PD 87. Facilitates expansion of college capacity.

BE 24. Innovates ways in which new buildings might be constructed through self-reliance to meet college-expansion needs.

FP 89. Ensures that payment for materials and services delivered is not delayed.

Table 5

Frequency Distribution of Principals' Ratings of the Level of Difficulty of the Tasks of a Teachers'-College Principal

		Level of difficulty														
		N.A. (0)		Very low (1)		Low (2)		Moder-ate (3)		High (4)		Very high (5)				
Area	Task statement	f	%	f	%	f	%	f	%	f	%	f	%	Mean	S.D.	Rank
BE	19. Ensures that there are enough buildings to enable effective running of the college.			2	11.1	2	11.1	6	33.3	3	16.7	5	27.8	3.39	1.335	1
MR	104. Ensures that a well-maintained library is furnished with books, materials, and equipment needed to facilitate instruction.			4	22.2	1	5.6	4	22.2	4	22.2	5	27.8	3.28	1.526	2
MR	71. Enables members of staff and students to acquire fire-fighting skills.	3	16.7	3	16.7	1	5.6	3	16.7	5	27.8	3	16.7	3.27	1.438	3
SA	22. Maintains satisfactory and effective provision of students' utilities; for example, health, water, food, transportation, etc.			3	16.7	1	5.6	6	33.3	5	27.8	3	16.7	3.22	1.309	4
CI	25. Facilitates instructional approaches which supplement classroom teaching; for example, field trips, study tours, student exchanges with other colleges, etc.			3	16.7	3	16.7	5	27.8	5	27.8	2	11.1	3.00	1.283	5
PD	87. Facilitates expansion of the college capacity.			3	16.7	1	5.6	9	50.0	4	22.2	1	5.6	2.94	1.110	6
BE	24. Innovates ways by which new buildings might be constructed through self-reliance to meet college-expansion needs.			4	22.3	2	11.1	6	33.3	4	22.2	2	11.1	2.89	1.323	7
FP	89. Ensures that payment for materials and services delivered is not delayed.			3	16.7	5	27.8	5	27.8	3	16.7	2	11.1	2.78	1.263	8.5

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
CI	44. Teaches in classes in order to get acquainted with students and set an example.			5	27.8	1	5.6	6	33.3	5	27.8	1	5.6	2.78	1.309	8.5
MR	26. Ensures that staff and students are involved in maintaining security in the college.			5	27.8	1	5.6	8	44.4	2	11.1	2	11.1	2.72	1.320	10.5
BE	48. Collaborates with the housing committee to inspect staff homes in order to ensure that the staff houses are kept in good condition as required by government rules and regulations.			5	27.8	3	16.7	4	22.2	4	22.2	2	11.1	2.72	1.406	10.5
IE	60. Promotes adult-education programs in the college and in the community.	1	5.6	6	33.3	1	5.6	3	16.7	7	38.9			2.65	1.367	12
CI	2. Ensures that there are enough teaching materials, equipment, and premises such as labs, etc., for effective implementation of the program.			4	22.2	5	27.8	3	16.7	6	33.3			2.61	1.195	13.5
SP	93. Ensures that every employee obtains benefits according to the Standing Orders and the Teachers Service Commission regulations.			5	27.8	2	11.1	6	33.3	5	27.8			2.61	1.195	13.5
CI	53. Ensures that there is the required number of qualified tutors to meet the needs of the program/s for courses conducted.			6	33.3	2	11.1	6	33.3	2	11.1	2	11.1	2.56	1.381	16
FP	108. Facilitates procurement of funds required for running the college from the central office in the Ministry of Education and Culture.			5	27.8	4	22.2	5	27.8	2	11.1	2	11.1	2.56	1.338	16
MR	74. Facilitates availability of materials and equipment to enable effective teaching in all subject of the program.			5	27.8	2	11.1	7	38.9	4	22.2			2.56	1.149	16
FP	17. Facilitates preparation of budget estimates for funds allocated by the head office in the Ministry of Education and Culture in accordance with the policies, regulations, and procedures of the government.			7	38.9	1	5.6	6	33.3	2	11.1	2	11.1	2.50	1.425	19.5

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
IE	8. Enhances utilisation of neighbouring community resources.			6	33.3	1	5.6	8	44.4	2	11.1	1	5.6	2.50	1.249	19.5
MR	35. Establishes procedures for checking to ensure that college materials are kept in good order, clean, and safe whether in store or in places of use.			5	27.8	4	22.2	6	33.3	1	11.1	2	22.2	2.50	1.295	19.5
IE	82. Deals with conflicting interests of individuals or groups in the college.			6	33.3	3	16.7	5	27.8	2	11.1	2	11.1	2.50	1.383	19.5
IE	23. Ensures that an appropriate office filing system is maintained.			5	27.8	3	16.3	7	38.9	2	11.1	1	5.6	2.50	1.200	19.5
SP	83. Ensures that the college has the required number of supporting staff to offer the required services.			5	27.8	3	16.7	7	38.9	2	11.1	1	5.6	2.50	1.200	19.5
CI	61. Assists tutors in developing effective practices in teaching for attaining objectives of the program.			5	27.8	4	22.2	5	27.8	4	22.2			2.44	1.149	26
CI	97. Works with teachers to facilitate the availability of syllabi and text and reference books necessary for effective teaching of all required subjects.			6	33.3	4	22.2	3	16.7	4	22.2	1	5.6	2.44	1.338	26
MR	37. Ensures that purchased materials of the same-type quality and quantity are recorded in appropriate ledgers, i.e., food in ration ledger, consumable materials in consumables ledger, and nonconsumable materials in nonconsumables ledger.			5	27.8	4	22.2	6	33.3	2	11.1	1	5.6	2.44	1.199	26
FP	41. Works with college community to sustain and improve existing self-reliance projects in order to raise college funds.			5	27.8	3	16.7	7	38.9	3	16.7			2.44	1.097	26
MR	13. Maintains functioning fire-fighting facilities in the college.	2	11.1	6	33.3	2	11.1	4	22.2	3	16.7	1	5.6	2.44	1.365	26

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)				
		f	%	f	%	f	%	f	%	f	%	f	%	Mean	S.D.	Rank
BE	100. Ensures that preventive maintenance work is carried out to keep buildings and equipment in good condition.			4	22.2	6	33.3	5	27.8	3	16.7			2.39	1.037	29.5
PD	58. Ensures that all events scheduled in the college calendar take place as planned.			5	27.8	3	16.7	8	44.4	2	11.1			2.39	1.037	29.5
PD	1. Carries out overall institutional planning.			5	27.8	4	22.2	8	44.4			1	5.6	2.33	1.085	31.5
MR	91. Ensures that up-to-date inventories are put in rooms of all buildings where there are college materials and equipment.			6	33.3	4	22.2	5	27.8	2	11.1	1	5.6	2.33	1.237	31.5
MR	94. Carries out stock verification frequently.	1	5.6	6	33.3	2	11.1	5	27.8	3	16.7	1	5.6	2.31	1.195	33
SP	62. Facilitates personal and career counselling for staff members.	1	5.6	6	33.3	4	22.2	4	22.2	2	11.1	1	5.6	2.29	1.263	34
FP	34. Facilitates preparation of budget estimates for funds raised from self-reliance projects in accordance with the policies, regulations, and procedures of the government.			7	38.9	4	22.2	4	22.2	1	5.6	2	11.1	2.28	1.364	36
MR	18. Ensures that purchase and procurement of services and materials is carried out according to government rules and regulations.			6	33.3	4	22.2	5	27.8	3	16.7			2.28	1.127	36
MR	12. Monitors college records of material resources with regard to purchase, delivery, storage, issuance, and loan in order to maintain up-to-date bookkeeping according to financial orders part III.			5	27.8	3	16.7	10	55.6					2.28	.895	36
CI	101. Supervises teaching in practising primary school.	3	16.7	5	27.8	3	16.7	5	27.8	2	11.1			2.27	1.029	38
IE	69. Adopts community input in college decisions.	1	5.6	7	38.9	2	11.1	5	27.8	3	16.7			2.24	1.200	40
FP	107. Plans expenditure of funds allocated by the head office in the Ministry of Education and Culture.	1	5.6	6	33.3	5	27.8	3	16.7	2	11.1	1	5.6	2.23	1.251	40

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
LE	79. Complies with the Education Act 25 of 1978, especially in aspects of college-board functions, student dismissal, and registration of teachers.	1	5.6	5	27.8	6	33.3	4	22.2	1	5.6	1	5.6	2.23	1.147	40
BE	30. Establishes procedures for keeping all college buildings and environment clean and safe.			6	33.3	4	22.2	7	38.9	1	5.6			2.22	1.114	43.5
SP	96. Assigns responsibility positions to staff members according to their individual interests and expertise, on one hand, and the organisational goals, on the other hand.			7	38.9	4	22.2	4	22.2	2	11.1	1	5.6	2.22	1.263	43.5
IE	70. Enables students and staff to get access to relevant educational and professional information from within the college, community, and other sources such as the central office in the Ministry of Education and Culture.			6	33.3	5	27.8	5	27.8	1	5.6	1	5.6	2.22	1.166	43.5
FP	21. Monitors self-reliance projects in order to maintain proper accounting for college fund.			8	44.4	1	5.6	6	33.3	3	16.7			2.22	1.215	43.5
LE	40. Ensures that a college board is established and maintained according to the Education Act 25 of 1978.	1	5.6	8	44.4	2	11.1	5	27.8			2	11.1	2.18	1.380	46
PD	42. Ensures that decisions made during meetings of the college board, teaching staff, nonteaching staff, staff and students, departments, and committees, etc., are implemented.			8	44.4	3	16.7	4	22.2	2	11.1	1	5.6	2.17	1.295	48
FP	9. Maintains a bookkeeping and accounting system for government funds through proper use of the vote book, cash book, and ledgers, etc.			7	38.9	3	16.7	6	33.3	2	11.1			2.17	1.098	48
SA	28. Works with staff to establish ways of guiding and monitoring student discipline.			8	44.4	1	5.6	7	38.9	2	11.1			2.17	1.150	48
SA	56. Facilitates transport arrangements for students to and from holidays.	3	16.7	4	22.2	7	38.9	3	16.7			1	5.6	2.13	1.060	50

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
PD	90. Ensures that the practising primary school is run effectively.	1	5.6	4	22.2	7	38.9	6	33.3					2.12	.781	5
SP	16. Establishes a system for encouraging and assisting staff to participate in professional-development activities and programs.			7	38.9	5	27.8	3	16.7	3	16.7			2.11	1.132	56.5
IE	81. Enhances community participation in college activities; e.g., by inviting community members to attend college ceremonies, cultural shows, etc.			7	38.9	5	27.8	4	22.2	1	5.6	1	5.6	2.11	1.18	56.5
LE	59. Complies with government standing orders and policies.			7	38.9	5	27.8	4	22.2	1	5.6	1	5.6	2.11	1.183	56.5
LE	103. Ensures that Tanzanian traditions and customs are maintained by the college community.			6	33.3	4	22.2	8	44.4					2.11	.900	56.5
CI	29. Ensures that tutors teach and mark students' exercises.			8	44.4	2	11.1	6	33.3	2	11.1			2.11	1.132	56.5
IE	102. Provides advice and assistance to neighbouring community as need arises.			6	33.3	6	33.3	5	27.8	1	5.6			2.11	1.079	56.5
SA	65. Promotes procedures for evaluating students' discipline.			8	44.4	3	16.7	5	27.8	1	5.6	1	5.6	2.11	1.231	56.5
PD	10. Plans meetings of the board.			10	55.6	2	11.1	2	11.1	2	11.1	2	11.1	2.11	1.491	56.5
IE	63. Reads all incoming official letters unless this can be done by an authorised person.			7	38.9	5	27.8	4	22.2	1	5.6	1	5.6	2.11	1.183	56.5
PD	68. Ensures that there is overall proper recordkeeping.			7	38.9	4	22.2	5	27.8	2	11.1			2.11	1.079	56.5
CI	73. Maintains proper keeping of academic records which facilitates preparation of required reports for the National Examination Council and the central office in the Ministry of Education and Culture.	1	5.6	7	38.9	5	27.8	3	16.7	1	5.6	1	5.6	2.06	1.197	65

(table continues)

		(0)		(1)		(2)		(3)		(4)		(5)				
Area	Task statement	f	%	f	%	f	%	f	%	f	%	f	%	Mean	S.D.	Rank
SP	32. Adopts guidelines from the central office to establish staff positions with clearly defined duties and responsibilities.			7	38.9	4	22.2	4	22.2	2	11.1	1	5.6	2.06	1.088	65
IE	92. Promotes the spirit of working together with communities surrounding the college; for example, during the implementation of national campaigns.	1	5.6	7	38.9	5	26.8	3	16.7	1	5.6	1	5.6	2.06	1.197	65
SA	20. Maintains a well-established system for student accounting through college register, class-attendance registers, etc.	1	5.6	6	33.3	6	33.3	4	22.2	1	5.6			2.06	1.088	65
PD	6. Establishes proper procedures for keeping minutes of staff, student, committee, and department meetings.			9	50.0	4	22.2	1	5.6	3	16.7	1	5.6	2.06	1.349	65
LE	84. Understands government standing orders.			9	50.0	1	5.6	6	33.3	2	11.1			2.06	1.162	65
FP	80. Works with students and staff to innovate new projects for raising self-reliance funds in the college.			8	44.4	3	16.7	5	27.8	2	11.1			2.06	1.110	65
CI	49. Works with teachers to plan and supervise the implementation of the college timetable, which optimally matches time, space, staff, student, and subject matter.			6	33.3	7	38.9	4	22.2	1	5.6			2.00	.907	72
IE	98. Designs a system for involving staff members in evaluating college operations through ways such as consultations, meetings, etc.			7	38.9	5	27.8	5	27.8	1	5.6			2.00	.970	72
SA	33. Ensures that only qualified students enroll for appropriate programs.	1	5.6	9	50.0	3	16.7	2	11.1	2	11.1	1	5.6	2.00	1.323	72
SP	85. Conducts an orientation program for new staff members.	2	11.1	7	38.9	5	27.8	2	11.1	1	5.6	1	5.6	2.00	1.211	72
BE	31. Administers community use of college buildings and facilities.			9	50.0	2	11.1	5	27.8	2	11.1			2.00	1.138	72

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
CI	86. Collaborates with the academic coordinators/heads of departments to monitor and ensure that tutors teach effectively according to their lesson plans with respect to the prepared schemes of work and syllabi.			8	44.4	3	17.6	4	22.2	2	11.1	1	5.6	2.00	1.118	72
IE	39. Works with staff members to organise student cultural and sports performances in the community or in other colleges in order to promote a positive college image in the community.			9	50.0	3	16.7	3	16.7	3	16.7			2.00	1.188	72
SA	5. Advises staff on matters pertaining to student rights and responsibilities.			7	38.9	7	38.9	2	11.1	2	11.1			1.94	.998	79
SP	57. Evaluates the performance of teaching and nonteaching staff members.			8	44.4	5	27.8	3	16.7	2	11.1			1.94	1.056	79
LE	77. Complies with the teaching-profession regulations outlined by the Teachers Service Commission.			8	44.4	4	22.2	5	27.8	1	5.6			1.94	.998	79
SA	11. Establishes an effective communication system so that students may express their concerns.			10	55.6	2	11.1	3	16.7	3	16.7			1.94	1.211	79
IE	52. Resolves conflicts and antagonisms which arise in the college.			7	38.9	6	33.3	4	22.2	1	5.6			1.94	.938	79
SP	36. Facilitates staff participation in running the college by establishing functioning committees with clearly stipulated responsibilities.			8	44.4	5	27.8	4	22.2			1	5.6	1.94	1.110	79
IE	66. Forwards all official letters from the college unless this can be done by an authorised person.			8	44.4	5	27.8	3	16.7	2	11.1			1.94	1.056	79
LE	99. Works with staff to adopt guidelines from the Ministry of Education and Culture to establish regulations for student conduct.	1	5.9	6	35.3	8	47.1	2	11.8					1.94	1.029	83

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
PD	106. Enhances involvement of practising primary school in the college program.	1	5.6	5	27.8	7	38.9	3	16.7					1.94	.772	84
IE	45. Establishes good relationship between the college and various levels of community, for example, village, ward, division, district, and region, through mutual assistance.			8	44.4	6	33.3	3	16.7			1	5.6	1.89	1.079	87
CI	76. Collaborates with staff to establish and apply procedures for rewarding outstanding student achievement.			8	44.4	6	33.3	3	16.7			1	5.6	1.89	1.079	87
IE	50. Takes action on discipline matters requiring his or her intervention.			8	44.4	6	33.3	3	16.7			1	5.6	1.89	1.079	87
IE	105. Delegates power and responsibility to members of college community.			10	55.6	2	11.1	5	27.8			1	5.6	1.89	1.183	87
MR	47. Ensures that written requests are made for all materials for loan which have to be recorded before issue.			8	44.4	6	33.3	3	16.7			1	5.6	1.89	1.079	87
SA	78. Collaborates with staff to conduct orientation meetings with the new students.			8	44.4	5	27.8	3	16.3			1	5.9	1.88	1.111	90.5
CI	55. Establishes a system for reporting student progress to parents, guardians, or employers.	1	5.6	7	38.9	5	27.8	5	27.8					1.88	.857	90.5
PD	4. Collaborates with staff to prepare the college calendar indicating dates and implementers for all important events in the college.			9	50.0	3	16.7	6	33.3					1.83	.924	93.5
SP	64. Conducts planned nonteaching staff meetings.			10	55.6	2	11.1	5	27.8	1	5.6			1.83	1.043	93.5
SA	75. Facilitates the process of preparing and sending joining instructions to new students.			9	50.0	4	22.2	4	22.2	1	5.6			1.83	.985	93.5
SP	72. Conducts planned teaching-staff meetings.			8	44.4	7	38.9	2	11.1			1	5.6	1.83	1.043	93.5

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
SA	67. Facilitates availability of guidance and counselling services to students.			7	38.9	7	38.9	2	11.1	1	5.6	1	5.6	1.82	.883	96
IE	7. Handles confidential information through appropriate communication with people concerned according to the policies and regulations of the government.			10	55.6	5	27.8	1	5.6	1	5.6	1	5.6	1.78	1.166	99
SA	14. Develops organisational structures which allow students' involvement in college affairs, e.g., through their government, according to the policies and guidelines.			10	55.6	5	27.8	1	5.6	1	5.6	1	5.6	1.78	1.166	99
IE	51. Provides immediate report/s to the central office in the Ministry of Education and Culture of any emergency or major event such as an accident or theft.			9	50.0	6	33.3	2	11.1			1	56	1.78	1.060	99
SP	27. Recognises and recommends worthwhile accomplishment of staff.			11	61.1	2	11.1	3	16.7	2	11.1			1.78	1.114	99
SA	54. Collaborates with staff to establish procedures for conducting students' graduation ceremony.			10	55.6	4	22.2	3	16.7			1	5.6	1.78	1.114	99
IE	3. Writes all outgoing official letters from the college unless this can be done by an authorised person.			9	50.0	4	22.2	3	16.7	1	5.6			1.77	.970	103
CI	15. Works with tutors to design appropriate methods for evaluating teaching.	1	5.6	9	50.0	3	16.7	5	27.8					1.77	.903	103
LE	38. Understands the Education Act 25 of 1978.	1	5.6	10	55.6	3	16.7	3	16.7			1	5.6	1.77	1.147	103
IE	95. Distributes college calendar to all concerned parties within and outside the college.			10	55.6	5	27.8	2	11.1			1	5.6	1.72	1.074	106
LE	43. Collaborates with the board chairperson to conduct meetings of the college board.			10	55.6	4	22.2	3	16.7	1	5.6			1.72	.959	106
PD	88. Enhances preparation of college daily schedule.			9	50.0	5	27.8	4	22.2					1.72	.826	106

(table continues)

Area	Task statement	(0)		(1)		(2)		(3)		(4)		(5)		Mean	S.D.	Rank
		f	%	f	%	f	%	f	%	f	%	f	%			
LE	46. Understands teachers' professional policies and regulations established by the Teachers Service Commission.			8	44.4	8	44.4	2	11.1					1.67	.686	108

Code:

N.A.: Not applicable
BE: Buildings and environment
CI: Curriculum and instruction
FP: Finance and self-reliance projects
IE: Internal and external relations

LE: Legal and ethical issues
MR: Material-resource management
PD: Planning and development
SA: Student affairs
SP: Staff personnel

CI 44. Teaches in classes in order to get acquainted with students and set an example.

MR 26. Ensures that staff and students are involved in maintaining security in the college.

BE 48. Collaborates with the housing committee to inspect staff homes in order to ensure that staff houses are kept in good condition as required by the government rules and regulations.

Most of the principals' ratings of the degree of difficulty were found to be between 1 (very low) and 3 (moderate) on a scale of 1 (very low) to 5 (very high).

Among the 11 most difficult tasks to perform, principals noted one from each of the following responsibility task areas: (a) finance and self-reliance projects, (b) planning and development, and (c) student affairs; two tasks were identified from the area of curriculum and instruction; and three tasks were aligned to (a) buildings and environment, and (b) material-resource management. There were no indications of difficulty in performing tasks from the areas of (a) internal and external relations, (b) legal and ethical issues, and (c) staff personnel, which corresponds to the responses which were given to the open-ended items. Responding to open-ended items, the participants indicated that significant problems and impediments were encountered mostly when performing tasks in the following responsibility areas, in decreasing order: (a) finance and self-reliance projects, (b) staff personnel, (c) material-resource management, and (d) student affairs. They pointed out that it was difficult to run colleges with limited funding from the government which resulted in an inadequate supply of required material resources and delivery of services. Another problem was that some members of staff were not qualified and therefore were unable to fulfil their duties properly. Sometimes they were not committed or motivated to work due to factors arising from inside and outside the college. The respondents suggested that in order to solve these problems, the following approaches could be applied to existing procedures in educational institutions: (a) improve production in ESR activities; (b) introduce a cost-sharing system into teacher education; (c) increase the GNP percentage for education; and (d) conduct seminars, workshops, etc., for tutors and nonteaching staff.

The overall mean for the degree of difficulty in the profile was 2.2, which is between 2 (low) and 3 (moderate) on the scale used. Principals expressed the feeling that the degree of difficulty encountered in performing tasks in that position is relatively low. When asked in the open-ended questions to explain whether or not the role of a teachers'-college principal was difficult to perform, the responses were as follows: Of the 19 respondents, 8 (42.1%) perceived the role of a teachers'-college principal as difficult to perform, whereas 6 (31.6%) felt that role performance in that position was neither difficult nor not difficult, depending on various prevailing factors. Five (26.3%) thought that the principalship was not a difficult role to perform.

Some of the principals' explanations given for expressing that the role of a principal was difficult to perform included the following:

1. Dealing with human beings and solving their problems is a hard task.

2. The principal is looked at as a person who has all the answers (positive) to every problem that arises in the college. But in actual fact this is not true; therefore, some people become disappointed and question the credibility of principals who fail to provide solutions to their problems.

3. Principals have too many activities to perform.

4. Principals are seen as the models for different aspects; therefore, their freedom is limited.

5. Management is difficult, especially when you operate with limited funding and decision making on most financial issues is centralised at the Ministry of Education and Culture Headquarters.

6. It is difficult to head colleges with long-standing problems with regards to staff, student discipline, and motivation.

Principals who indicated that their role as a principal was not difficult to perform argued that the experience acquired in other positions such as teaching and administration enabled them to perform their principalship roles with fewer problems.

Quadrant Assessment Model

According to Sanders (1980), information contained in the quadrant assessment matrix is relative, not absolute. Similarly, Caldwell (1979) explained that placement of task statements in the four quadrants is achieved by choosing a score of 50 as the mean t-score for both profiles, importance (Table 4) and difficulty (Table 5), with respect to the perceived level of importance and difficulty encountered dimensions. Task statements are arbitrarily placed in the high or low categories, depending on their scores being either higher or lower than 50 t-score in each of the two profiles. In Quadrant 1 are placed statements with high importance-high difficulty, while Quadrant 2 is for low importance-high difficulty. Quadrant 3 and Quadrant 4 indicate low importance-low difficulty, and high importance-low difficulty, respectively.

The results of the quadrant assessment matrix analysis from the computer were used to place tasks into four quadrants, as presented in Figure 3. In each quadrant, task statements are ranked with the highest at the top of the left column and the lowest at the bottom of the right column. It indicates that the placement of 108 task statements is as follows: 21 (19.5%) in Quadrant 1, 23 (21.3%) in Quadrant 2, 17 (15.7%) in Quadrant 3, and 47 (43.5%) in Quadrant 4. Respondents placed 68 (63%) of the task statements above the mean of level of importance and 44 (40.8%) above the mean of degree of difficulty, which implies that concern for inservice needs exists. On one hand, responsibility areas with the majority of task statements above the mean in the importance profile were (a) legal and ethical issues, (b) student affairs, (c) staff personnel, and (d) planning and development. On the other hand, in the difficulty profile there were more task statements above the mean for the

Quadrant 4 (high importance-Low difficulty)

1.	FP	9	13.	CI	86	25.	IE	52	37.	CI	76
2.	SA	28	14.	PD	90	26.	SA	14	38.	IE	45
3.	LE	40	15.	IE	7	27.	SP	16	39.	LE	46
4.	SA	33	16.	LE	84	28.	LE	105	40.	LE	43
5.	PD	10	17.	SP	72	29.	SA	5	41.	SA	54
6.	CI	23	18.	LE	63	30.	SA	20	42.	PD	4
7.	PD	42	19.	PD	68	31.	CI	49	43.	SP	64
8.	IE	82	20.	SP	36	32.	IE	98	44.	PD	88
9.	PD	6	21.	SA	11	33.	IE	51	45.	SP	27
10.	CI	29	22.	IE	50	34.	SA	75	46.	IE	95
11.	LE	59	23.	LE	38	35.	SP	57	47.	CI	15
12.	SA	65	24.	LE	77	36.	SA	78			

Quadrant 1 (High importance-High difficulty)

1.	BE	19	13.	SP	83
2.	MR	26	14.	MR	74
3.	CI	53	15.	LE	79
4.	FP	108	16.	FP	21
5.	CI	2	17.	FP	107
6.	SP	93	18.	SP	96
7.	MR	35	19.	MR	12
8.	FP	89	20.	MR	18
9.	PD	1	21.	CI	97
10.	BE	100			
11.	MR	37			
12.	BE	30			

Quadrant 3 (Low importance-Low difficulty)

1.	SA	56	13.	SA	67
2.	SP	32	14.	SP	85
3.	FP	80	15.	BE	31
4.	CI	55	16.	PD	106
5.	IE	66	17.	IE	102
6.	IE	39			
7.	LE	103			
8.	LE	99			
9.	IE	92			
10.	IE	81			
11.	MR	47			
12.	IE	3			

Quadrant 2 (Low importance-High difficulty)

1.	MR	104	13.	MR	71
2.	SA	22	14.	IE	23
3.	BE	24	15.	CI	44
4.	PD	87	16.	IE	70
5.	FP	17	17.	IE	8
6.	CI	61	18.	IE	60
7.	CI	25	19.	CI	101
8.	PD	58	20.	MR	94
9.	SP	62	21.	BE	48
10.	FP	41	22.	IE	69
11.	FP	34	23.	MR	13
12.	MR	91			

Code:

BE = buildings and environment
CI = curriculum and instruction
FP = finance and self-reliance projects
IE = internal and external relations
LE = legal and ethical issues
MR = material-resource management
PD = planning and development
SA = student affairs
SP = staff personnel

Figure 3. Quadrant assessment matrix for principals' perceptions of the level of importance and the degree of difficulty encountered in performing tasks of their position.

following responsibility areas: (a) material-resource management, (b) buildings and environment, and (c) finance and self-reliance projects. In both the importance and the difficulty profile there was an equal number of statements above and below the mean t-score. The rank-order correlation coefficient was -.17. There can be various explanations for this observation. The continuing-education need ranges from Quadrant 1 (highest) to Quadrant 4 (lowest); hence the focus is on Quadrants 1 and 2.

Ranking of tasks in each quadrant was done on the basis of average t-scores of the importance and the difficult profile for each task statement.

Continuing-Education Needs Requiring Development of Inservice Programs for Teachers'-College Principals

The third question which the researcher posed for consideration in the study was,

> "What inservice needs requiring development of continuing-education programs arise from the relationship between the perceived level of importance and the corresponding degree of difficulty encountered by principals in performing each of their responsibility tasks?"

By utilising information generated in the quadrant assessment model, which has been described above, it is possible to identify the most important tasks which are difficult to perform. Task statements placed in Quadrant 1 (high importance-high difficulty) and Quadrant 2 (low importance-high difficulty) imply that the described tasks are more difficult to perform than are those in Quadrant 3 (low importance-low difficulty) and Quadrant 4 (high importance-low difficulty). The main focus for developing inservice programs needs to be on Quadrant 1 because tasks placed in this quadrant are perceived by principals to be highly important but also more difficult to perform. Although tasks placed in Quadrant 2 are perceived to be of relatively low importance, consideration for continuing-education needs may be necessary according to the comments given by respondents with regard to their ratings of level of importance and degree of difficulty.

Distribution of task statements in the quadrants with regard to each responsibility task area is presented in Table 6. Consideration of placement of task statements in quadrants reveals implications for short-term and long-term inservice education. Sweitzer (1976) argued that perception of a responsibility task as important and as problematic in performing can be viewed as a function of the values and professional resources of administrators, which in turn can be assumed to be partially related to their educational and experiential background. Alleviation of identified need may be facilitated by appropriate inservice programs.

Focusing on the distribution of task statements in Quadrant 1, as shown in Table 6, reveals that the majority of tasks perceived to be highly important and performed with the highest degree of difficulty are from the following three areas: (a) material-resource management, (b) buildings and environment, (c) finance and self-reliance projects; followed by (a) staff personnel and (b) curriculum and instruction. The third group of areas includes (a) legal and ethical issues, and (b) planning and development. No task statements from (a) internal and external relations, and (b) student affairs are included in this quadrant.

Twenty-one tasks perceived by principals as having implications for continuing education are described in the list below:

BE 19. Ensures that there are enough buildings to enable effective running of the college.

MR 26. Ensures that staff and students are involved in maintaining security in the college.

CI 53. Ensures that there is the required number of qualified tutors to meet the needs of the program/s for all courses conducted.

FP 108. Facilitates procurement of funds required for running the college from the central office in the Ministry of Education and Culture.

Table 6

Distribution of Task Statements in the Quadrant Matrix for Each Responsibility Task Area as Perceived by Principals

	Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4			
	High importance High difficulty		Low importance High difficulty		Low importance Low difficulty		High importance Low difficulty		Total	
Responsibility area	f	%	f	%	f	%	f	%	f	%
Buildings and environment	3	50.0	2	33.3	1	16.7			6	100
Curriculum and instruction	3	21.4	4	28.6	1	7.1	6	42.9	14	100
Finance and self-reliance projects	4	44.5	3	33.3	1	11.1	1	11.1	9	100
Internal and external relations			5	25.0	6	30.0	9	45.0	20	100
Legal and ethical issues	1	9.1			2	18.2	8	72.7	11	100
Material-resource management	6	50.0	5	41.7	1	8.3			12	100
Planning and development	1	9.1	2	18.2	1	9.1	7	63.6	11	100
Student affairs			1	7.7	2	15.4	10	76.9	13	100
Staff personnel	3	25.0	1	8.3	2	16.7	6	50.0	12	100
Overall	21	19.5	23	21.3	17	15.7	47	43.5	108	100

CI 2. Ensures that there are enough teaching materials, equipment, and premises such as labs, etc., for effective implementation of the program.

SP 93. Ensures that every employee obtains benefits according to the Standing Orders and the Teachers Service Commission regulations.

MR 35. Establishes procedures for checking to ensure that college materials are kept in good order, clean, and safe whether in store or in places of use.

FP 89. Ensures that payment for materials and services delivered is not delayed.

PD 1. Carries out overall institutional planning.

BE 100. Ensures that preventive maintenance work is carried out to keep buildings and equipment in good condition.

MR 37. Ensures that purchased materials of the same-type quality and quantity are recorded in appropriate ledgers; i.e., food in ration ledger, consumable materials in consumable ledger, and nonconsumable materials in nonconsumable ledger.

BE 30. Establishes procedures for keeping all college buildings and environment clean and safe.

SP 83. Ensures that the college has the required number of supporting staff to offer the required services.

MR 74. Facilitates availability of materials and equipment to enable effective teaching in all subjects of the program.

LE 79. Complies with the Education Act 25 of 1978, especially in aspects of college board functions, student dismissal, and registration of teachers.

FP 21. Monitors self-reliance projects in order to maintain proper accounting for college fund.

FP 107. Plans expenditure of funds allocated by the head office in the Ministry of Education and Culture.

SP 96. Assigns responsibility positions to staff members according to their individual interests and expertise, on one hand, and the organisational goals, on the other hand.

MR 12. Monitors college records of material resources with regard to purchase, delivery, storage, issuance, and loan in order to maintain up-to-date bookkeeping according to financial orders Part III.

MR 18. Ensures that purchase and procurement of services and materials are carried out according to government rules and regulations.

CI 97. Works with teachers to facilitate the availability of syllabi, texts, and reference books necessary for effective teaching of all required subjects.

Commenting on their ratings for the above listed task statements which resulted in Quadrant 1 placement (high importance-high difficulty), principals attributed the encountered degree of difficulty of most of those tasks to the inadequacy of required funds, and human and material resources normally supplied by the government through the central office in the Ministry of Education and Culture.

It is evident that although tasks in Quadrant 1 are mostly from four responsibility areas, they are all related to the issue of subjection to decision making at higher levels regarding aspects of procurement of funds and provision of human and material resources. In order to be able to deal with these problems, the participants proposed that principals be given more authority and responsibility for decision making, which implies provision of the opportunity to acquire the required skills through appropriate inservice programs to enable them to participate effectively.

The principals' comments can be concluded by the following statement: "Lack of funds is a problem which touches every field of operation; i.e., shortage of teaching materials, transportation problems, food for students, etc. This makes it difficult to plan properly and operate in a satisfactory way."

Consideration for Reviewing the Role Description and Role Prescription for the Position of a Teachers'-College Principal

The fourth question in this study was,

> "What tasks need to be revised in the review process of the role description for a teachers'-college principal which is provided by the Ministry of Education and Culture?"

The placement of task statements in Quadrant 2, with the distribution as shown in Table 6, indicates that principals perceive 23 tasks to be of relatively low importance, but there is a high degree of difficulty encountered in performing them. There were more statements from areas of material-resource management, finance and self-reliance projects, buildings and environment, and curriculum and instruction. It is noted that these tasks are not unimportant but viewed as relatively less important. This response from principals calls for consideration of the appropriateness of role description and role prescription of a teachers'-college-principal position. In addition, principals need to be equipped with knowledge and skills so that they are able to perform these tasks with less difficulty.

The 23 task statements placed in Quadrant 2 are listed below.

MR104. Ensures that a well-maintained library is furnished with books, materials, and equipment needed to facilitate instruction.

SA 22. Maintains satisfactory and effective provision of students' utilities; for example, health, water, food, transportation, etc.

BE 24. Innovates ways in which new buildings might be constructed through self-reliance to meet college-expansion needs.

PD 87. Facilitates expansion of the college capacity.

FP 17. Facilitates preparation of budget estimates for funds allocated by the head office in the Ministry of Education and Culture in accordance with the policies, regulations, and procedures of the government.

CI 61. Assists tutors in developing effective practices in teaching for attaining objectives of the program.

CI 25. Facilitates instructional approaches which supplement classroom teaching; for example, field trips, study tours, student exchanges with other colleges, etc.

PD 58. Ensures that all events scheduled in the college calendar take place as planned.

SP 62. Facilitates personal and career counselling for staff members.

FP 41. Works with college community to sustain and improve existing self-reliance projects in order to raise college funds.

FP 34. Facilitates preparation of budget estimates for funds raised from self-reliance projects in accordance with the policies, regulations, and procedures of the government.

MR 91. Ensures that up-to-date inventories are put in rooms of all buildings where there are college materials and equipment.

MR 71. Enables members of staff and students to acquire fire-fighting skills.

IE 23. Ensures that an appropriate office filing system is maintained.

CI 44. Teaches a few classes in order to get acquainted with students and set an example.

IE 70. Enables students and staff to get access to relevant educational and professional information from within the college, community, and other sources such as the central office in the Ministry of Education and Culture.

IE 8. Enhances utilisation of neighbouring community resources.

IE 60. Promotes adult-education programs in the college and in the community.

CI 101. Supervises teaching in practising primary school.

MR 94. Carries out stock verification frequently.

BE 48. Collaborates with the housing committee to inspect staff homes in order to ensure that the staff houses are kept in good condition as required by government rules and regulations.

IE 69. Adopts community input in college decisions.

MR 13. Maintains functioning fire-fighting facilities in the college.

Responding to the open-ended questions, principals stated that some of these tasks are delegated or performed at the central office of the Ministry of Education. The high degree of difficulty encountered, which is attributed to inadequate funds and human and material resources, time constraints, and external influences, hinders the execution of those tasks. This observation seems to influence the observed low-importance perception.

Statements in Quadrant 3 are mostly from the following responsibility areas: internal and external relations, and legal and ethical issues. They describe tasks which are relatively less important, but because principals do not encounter much difficulty, it is important to see to it that not much energy is geared towards these tasks. Priority needs to be given to tasks of higher importance. Seventeen task statements placed in Quadrant 3 are listed below:

SA 56. Facilitates transport arrangements for students to and from holidays.

SP 32. Adopts guidelines from the central office to establish staff positions with clearly defined duties and responsibilities.

FP 80. Works with students and staff to innovate new projects for raising self-reliance funds in the college.

CI 55. Establishes a system for reporting student progress to parents, guardians, or employers.

IE 66. Forwards all official letters from the college unless this can be done by an authorised person.

IE 39. Works with staff members to organise student cultural and sports performances in the community or in other colleges in order to promote a positive college image in the community.

LE 103. Ensures that Tanzanian traditions and customs are maintained by the college community.

LE 99. Works with staff to adopt guidelines from the Ministry of Education and Culture to establish regulations for student conduct.

IE 92. Promotes the spirit of working together with communities surrounding the college; for example, during the implementation of National campaigns.

IE 81. Enhances community participation in college activities; e.g., by inviting community members to attend college ceremonies, cultural shows, etc.

MR 47. Ensures that written requests are made for all materials for loan which have to be recorded before issue.

IE 3. Writes all outgoing official letters from the college unless this can be done by an authorised person.

SA 67. Facilitates availability of guidance and counselling services to students.

SP 85. Conducts an orientation program for new staff members.

BE 31. Administers community use of college buildings and facilities.

PD 106. Enhances involvement of practising primary school in the college program.

IE 102. Provides advice and assistance to neighbouring community as need arises.

Principals perceived themselves as performing the remaining 47 important tasks with a relatively low degree of difficulty encountered. This is shown in Figure 3 as placement in Quadrant 4—high importance-low difficulty. It is evident from Table 6 that in this quadrant a greater number of task statements are from the following areas: (a) student affairs, (b) legal and ethical issues, (c) planning and development, and (d) staff personnel.

Summary

Data presented in this chapter reveal that principals perceived tasks from the responsibility areas of legal and ethical issues, student affairs, staff personnel, and planning and development to be most important. Although the identified tasks are from different responsibility areas, they relate to the aspects of utilising existing structures and procedures to perpetuate smooth running of the college.

Principals felt that the tasks which were the most difficult to perform were aligned to the responsibility areas of material-resource management, buildings and environment, and finance and self-reliance projects. Tasks perceived to be problematic to perform were related to the factor of coping with situations of inadequate material resources and insufficient funding. In addition, dealing with issues of human resources was considered by principals to be the most challenging.

In the quadrant assessment model 21 task statements in Quadrant 1—high importance-high difficulty—were identified to have continuing-education implications for practising principals. These statements were mostly from the areas of (a) material-resource management, (b) buildings and environment, and (c) finance and self-reliance projects. Principals felt that tasks related to adjusting to scarce funds and material and human resources were highly important, but they encountered problems when performing those roles.

Consideration of the significance of 23 task statements in Quadrant 2—low importance-high difficulty—may help to ascertain the appropriateness of including such tasks in the role prescription and role description of a principal.

The 17 task statements in Quadrant 3—low importance-low difficulty—and the 47 task statements in Quadrant 4—high importance-low difficulty—do not arouse concern for inservice education, except for the fact that principals need to focus their attention on a relatively high level of importance whether or not tasks are difficult to perform.

Chapter 5

Summary, Conclusions, and Implications

The purpose of this study was to identify the continuing-education needs of teachers'-college principals by investigating their perceptions of role performance in their position. Two aspects of role performance were considered in the exploration, including the level of importance of tasks in the role of principal and the degree of difficulty encountered in performing those tasks.

This chapter is divided into three parts: (a) a summary of the study, (b) a discussion of the conclusions, and (c) implications and suggestions for further research.

Summary of the Study

The problem. The problem investigated in this study was the perceived degree of difficulty encountered by principals in performing important tasks of a teachers'-college principal in order to describe their inservice educational needs. Answers were sought to the following questions:

1. What are the responsibility tasks considered by principals to be most important for the effective role performance of a principal in a teachers' college?

2. What is the degree of difficulty encountered by principals in performing important responsibility tasks in the role of a teachers'-college principal?

3. What inservice needs requiring development of continuing-education programs arise from the relationship between the perceived level of importance and the corresponding degree of difficulty encountered by principals in performing each of their responsibility tasks?

4. What tasks need to be revised in the review process of the role description for teachers'-college principals which is provided by the Ministry of Education and Culture?

Significance of the study. The study was justified for several reasons. Educational administrators (including principals) are key persons in facilitating proper functioning of educational organisations (Sweitzer, 1976). Therefore, understanding their perceptions of tasks which they perform in that position is important. Strengths and weaknesses may be highlighted so that ways to improve administrators' role performance can be sought.

The findings of this study provided baseline data which can be useful in designing and implementing preservice and inservice programs to meet the felt needs of administrators in teachers' colleges as recommended by the PCE.

The generated information in the study might enhance the process of reviewing the role description and role prescription for the position of a teachers'-college principal.

The findings from the survey revealed factors which might be of useful application in procedures for recruiting and preparing college principals.

Research design and methodology. This exploratory survey study was designed to investigate perceptions of practising principals with regard to the problems encountered when performing important tasks in the position of a teachers'-college principal.

A questionnaire was the basic instrument employed in the collection of data. Besides the demographic data which were sought in Section A of the questionnaire, the principals were able to rate their perceived level of importance and the degree of difficulty encountered in performing each of the listed tasks of a teachers'-college principal in Section B. A list of task statements with two five-point Likert-type scales, including a 0 to identify statements which did not apply, was provided. Participants were offered an opportunity to add task statements which they thought had been omitted. In Section C respondents described their daily and weekly activities; and out of those activities, they identified which were the most important.

They were also given a chance to mention the most significant problems and suggest ways of alleviating such problems which they face. Finally, they were asked to explain whether or not the role of a teachers'-college principal was difficult to perform. Descriptive statistics were used to analyse data.

Summary of Findings

Characteristics of respondents. Information provided in Section A of the questionnaire indicated that the majority of the principals were males aged 45 to 55, with a bachelor's degree. There were fewer female principals, and their academic qualifications and professional experience were low. The majority of participants had occupied the position of principal for substantial periods, and they were appointed to the principalship from the vice-principal position. All had considerable teaching and administrative experience at primary, secondary, and tertiary levels (teacher education). Most of the colleges were located in rural areas with student populations of not more than 500.

Level of importance of tasks in the role of a teachers'-college principal. The overall mean of 4.3 in the importance profile on a scale of 1 (very low) to 5 (very high) was an indication that principals perceive most of their tasks in the role of a teachers'-college principal to be important. In addition, principals placed 68 (63%) of 108 tasks above the mean in the importance profile, mostly from the areas of legal and ethical issues, student affairs, staff personnel, and planning and development. This observation is in agreement with responses to the open-ended questions. The principals rambled in expressing which of the daily and weekly activities were most important. Responses ranged from a feeling that all tasks were important to generalised descriptions of tasks considered to be important. These tasks were mainly from the areas of internal and external relations, planning and development, and curriculum and instruction. Principals' expressions implied that of all the tasks perceived to be relatively more important, the majority were focused on problem solving so that the planned activities could take place according to the college schedule and routine.

All 108 tasks were perceived to be of high importance. The first 11 tasks ranked the highest, which were mostly from the areas of student affairs, buildings and environment, and legal and ethical issues, reflected the fact that the principals were concerned mostly with utilising existing structures, procedures, and resources to ensure smooth running of the college. A similar explanation was given in the open-ended responses.

Degree of difficulty encountered in performing tasks of a teachers'-college principal. The principals perceived a relatively low degree of difficulty in performing tasks in their position. The overall mean was 2.2 in the difficulty profile on a scale of 1 (very low) to 5 (very high), and 44 (40.8%) of 108 tasks were placed above the mean in the difficulty profile. The first 11 tasks identified at the top of the difficulty profile specified the following responsibilities: procurement of funds, provision of human and material resources, and implementing decisions most of which are dependent upon external forces.

Along the same line, the principals, in responding to the open-ended items, cited that significant problems were encountered in performing tasks in the areas of finance and self-reliance projects, staff personnel, and material-resource management. They pointed out that dealing with limited funding affects the performance of all tasks by principals.

Continuing-education needs requiring development of inservice education programs for teachers'-college principals. The quadrant assessment model was used to analyse data by placing task statements into four quadrants on the basis of two dichotomised profiles of the level of importance and the degree of difficulty encountered in performing each task. Tasks placed in Quadrant 1 were of concern in this study because they were perceived to be of high importance and performed with a high degree of difficulty, which implies that problems which might be solved through educational activities do exist.

The majority of statements placed in Quadrant 1 were associated with the responsibility areas of material-resource management, buildings and environment, finance and self-reliance projects, staff personnel, and curriculum and instruction. A smaller number of statements in this quadrant were aligned to the areas of legal and ethical issues, and planning and development. There were no tasks from the area of either internal and external relations or student affairs that were perceived as highly important and problematic to perform. Commenting on their ratings for these tasks, the principals gave more attention to the degree of difficulty than to the level of importance. They explained that the relatively higher degree of difficulty perceived for tasks in Quadrant 1 was due to factors including limited funding from the government, delayed action from external parties, limited authority to participate in decision making, and insufficient skills in dealing with human behaviour.

The areas identified in Quadrant 1 correspond to the areas mentioned by the principals in their response to open-ended items of the questionnaire. The majority of the tasks which were perceived to be highly important but the most problematic were in the areas of finance and self-reliance projects, staff personnel, and material-resource management. Most of the problems which principals face in their role performance were attributed to operating with limited funds, human resources, and materials resources, the supply of which is to a great extent controlled by the central office of the Ministry of Education and Culture.

Tasks which were placed in Quadrant 2 were perceived as difficult to perform and rated to be of low importance. Views of the respondents to a great extent indicated that most of these tasks could be delegated or were controlled by external forces; therefore, they tended to perceive such tasks as relatively less important. The principals expressed unanimously the fact that most of the problems and impediments which they face in their role performance relate to insufficient funding, human-resource capability, and material-resource availability. There seemed to be suggestions that such problems could be resolved from resources both internal and external to the colleges. The principals proposed increased participation in decision making, increased government funding, generating money through self-reliance projects, and cost sharing between the government and the clients, that is, the students, and also delegating more authority to principals so that they might be able to run their colleges more productively. The concern for exploring ways of increasing the budget percentage of the GNP for education in the country was strongly expressed. As a means to improve their administrative, management, and leadership knowledge and skills, the principals suggested that short courses, workshops, and seminars were the educational activities through which principals might be able to acquire relevant knowledge and skills in the identified responsibility areas.

Consideration for reviewing the role description and role prescription for the position of a teachers'-college principal. In the quadrant assessment matrix, tasks placed in Quadrant 4 were perceived by principals to be appropriate for their position. Therefore, it was suggested that an increased emphasis on relevant skills for appropriate role performance be in preservice preparation of principals. Placement of tasks in Quadrant 3 may be interpreted to mean that the required time and energy spent on such tasks is sufficient. Tasks perceived to be more important were placed in Quadrants 1 and 4. But task statements placed in Quadrant 2 describe tasks which were perceived as relatively less important and highly difficult to perform. It is critical to consider the description and prescription of these tasks to ascertain their appropriateness and clarity in order to indicate what is expected of the principal.

Limitations of the study. The study was conducted with a population of practising principals who expressed their feelings according to their experiences. Therefore, generalisations can be made with caution.

The method for the collection of data poses another limitation to the study. The only research instrument employed was the questionnaire because of factors beyond control. Application of a variety of data-collection procedures was not practicable, and this hindered triangulation.

Conclusions

Conclusions pertaining to the findings of the study are presented in this section despite the fact that limitations prevailed in the investigation. These conclusions, which may be confirmed through further research, are discussed below.

1. All tasks described in the role of a teachers'-college principal which were presented in the questionnaire were perceived to be of high importance, which indicates that basically the role description for that position is appropriate. The placement of task statements in the quadrant assessment model supports this observation because more task statements were placed above the mean t-score for the level of importance.

2. It was revealed that principals are preoccupied with mostly routine tasks related to the maintenance and the sustenance of the college. Such tasks were perceived to be of relatively higher importance. This finding raises the point that the role of a principal is focused more on administration than on leadership tasks. But the argument in the literature is that in educational institutions attention should be focused more on the extent to which the organisation (institution) is being led towards its goals rather than on the person or the responsibilities assigned to the office. Consequently, the role of a principal needs to be examined so that, besides working with and through people to achieve institutional goals (Owens, 1991), intentional

influence is exerted by the leader over the followers (Yukl, 1989) by creating organisational structures that make ample provision for and encourage innovative experimentation and development (Cohen & Roueche, 1969). These authors suggested that the ends need not be seen as institutional preservation but as the extent to which the efforts of administrators and staff enhance student learning. Therefore, administrative, management, and leadership skill development for principals through educational activities may facilitate their effective role performance in colleges.

3. The principals expressed the fact that tasks aligned to their role responsibility areas were difficult to perform. Although it appeared that principals face problems in performing those tasks, on the whole, such problems were not seen as crucial. A call for development of technical, interpersonal, and conceptual skills is evident from the finding that there were tasks ranked above the mean in the difficulty profile. These tasks were related to implementing decisions made at higher levels with minimal input from principals, dealing with procurement and maintenance of material resources, and operating with limited funding. On one hand, the overall expression that a low degree of difficulty was encountered when performing the tasks in the role of principal was favourable, indicating that principals are capable of coping with the role expectations held for that position. Also, the placement of a smaller number of task statements above the mean t-score in the quadrant assessment model concurs with the above observation. Moreover, principals gave rambling responses when asked to discuss whether or not the role of a principal was difficult to perform; on average, these responses were indicative of a low degree of difficulty. On the other hand, for tasks ranked above the mean in the difficulty profile, attributes such as dealing with human behaviour and implementing decisions in which there is not enough participation, especially funding and provision of human and material resources, were the expressed impediments in their role performance.

4. The principals' placement of a greater number of tasks in Quadrant 4 (high importance and low difficulty) of the quadrant assessment model implies that they perceived performance in most of the tasks favourably. The finding ascertains that the majority of responsibilities were not problematic. However, the fact that problems were encountered in performing a number of important tasks was suggested by the placement of task statements in Quadrant 1 (high importance and high difficulty), as discussed in the following section.

5. The finding that the most problematic responsibility areas in the principal's role included material-resource management, buildings and environment, and finance and self-reliance projects leads to the conclusion that colleges might be viewed as open social systems with unpredictable situations arising from scarcity of money and human and material resources. Owens (1991) suggested that such circumstances of uncertainty in organisations require relatively flexible structures, with an emphasis on lateral rather than on vertical communications, expert power (rather than hierarchical power) as a predominant base of influence, loosely defined responsibilities, and exchanges of information rather than giving directions. The United Nations Scientific and Cultural Organization (UNESCO; 1980) noted that financing of education was the major obstacle to its development in African states. In the light of this concern, Ministers of Education of African member states recommended in 1976 that African member states effectively integrate school (college) with productive work. The findings from this study show that, besides other approaches, problems arising from operating with limited funding in Tanzania can be solved by generating funds through self-reliance projects. Mbilinyi (1980), Galabawa (1990), and Mosha (1990) explained that although productive work is part of the timetable in schools and colleges, production and development of the desired attitudes, values, and skills are deficient. Improvement of school and college administrators' knowledge and skills might be beneficial in the attainment of productive institutional work goals.

Appropriate administrative and leadership skills acquired through educational activities might enable principals to play a more effective role in self-reliance projects so that funds raised might be used to alleviate some of the problems. Commenting on their rating, the principals felt that most of the difficulty originated from not having enough input into decisions made at higher levels.

6. The finding which calls for reviewing the principal's role is that some of the tasks placed in Quadrant 2 (low importance and high difficulty) were perceived to be less important but that perception may have been influenced by the fact that they were too difficult to perform, and the principals indicated that such tasks are either delegated to subordinates or controlled to a great extent by external parties. Therefore, it is important to revise the descriptions of such tasks so that they are delineated clearly to reflect the expected behaviour in real situations.

Implications

The findings of this study and the conclusions discussed above have implications for the following individuals and groups of people in Tanzania who interact in decision making and the implementation of educational-development policies: (a) policy makers and administrators at the central office of the Ministry of Education and Culture, (b) the faculty in Departments of Educational Administration in higher-learning institutions, and (c) teachers'-college principals.

Policy makers and administrators at the central office of the Ministry of Education and Culture. Cohen and Roueche (1969) noted that if a leader must lead a group and if the group, in order to be called a group, must have goals, then leadership in education depends to a great extent on the definition of goals. In the light of current social, political, economic, and cultural conditions in Tanzania, the findings of this study suggest that it is crucial to carry out a scrupulous appraisal of the goals and objectives of teacher education and also the role description of a teachers'-college principal. It seems to be important to have a clear delineation of specific educational goals, derived from the broad national goals, for all levels of education to suit prevailing situations in society. CED (1973) argued that unless goals are concrete and specific and emphasise the mission of the institution, there may be confusion. Coordination of the administrative process in all educational sectors by administrators at the central office is necessary, but the findings of this study and observation by Nyerere (1984) concurrently indicate that there is a need to delegate more authority and responsibility from the central office of the Ministry of Education and Culture to principals in colleges so that they might play a more active role in solving some of the problems which they encounter in their role performance. Consequently, improved opportunities must be provided for educational administrators at all levels to acquire technical, interpersonal, and conceptual skills which enable them to participate effectively in planning, decision making, and implementation of educational policy. This can be achieved through a variety of educational activities including seminars, workshops, short courses, and conferences.

Findings from this study, the Ministry of Education reports of 1986/87 and 1988/89, and the School/College Inspection Report 1988/89 collectively indicate that the budget percentage of the GNP for education does not meet optimum needs of educational expenditure. According to Mosha (1990), the proportion of the total GNP devoted to education has declined drastically from 19% in 1962 to 5.8% in 1989/90. Therefore, ways to increase government financing need to be sought. Further guidelines to enable flexibility to allow schools and colleges to run economically productive projects should be formulated as recommended by the PCE.

Educational administrators might benefit from a national association; hence it is suggested that they should be encouraged to form a national educational-administration organisation through which development in this area can be enhanced.

Departments of Educational Administration in higher-learning institutions. The University of Dar-es-Salaam Department of Educational Administration is in a position to facilitate inservice and preservice preparatory programs by considering competency development in the areas in which needs were identified by the principals of teachers' colleges. As suggested by Konrad et al. (1976), a university department can assume one of two roles: either a proactive leadership role or a reactive role of providing a source of expertise if and when called upon.

Similarly, it was proposed by the Minister for Education and Culture in the 1990/91 budget speech that the Institute of Management Training for Education Personnel (MANTEP) in Bagamoyo needs to be strengthened. It was expected that all educational administrators in the country would be prepared systematically in this institution. Faculty members in higher-learning institutions' educational administration departments and practitioners might cooperate with Ministry of Education and Culture officials to promote the formation of a national educational-administration association as a forum for the exchange of ideas.

Teachers'-college principals. Given the prevailing circumstances of scarce funds and human and material resources, principals need to seek ways through which colleges might benefit from internal and external inputs, depending on where the college is located. Effective integration of productive work in teachers' colleges may generate funds to meet part of the running costs. Members of staff, students, and society in general have accepted the idea that productive work is part of school or college programs. What needs to be done is the application of scientific and technological knowledge and skills in order to improve production. In addition, motivation and encouragement of staff and students in order to inculcate desired values and attitudes are important. In operating productive activities, there have to be safeguards to ensure that, first, within the same educational system, students in all institutions work in order to provide for part of their education; and, second, that a balance between study and productive work is struck for optimum benefit (UNESCO, 1980).

The principal as an administrator and a leader might benefit too from the application of leadership styles and administrative behaviour which allows for the maximum participation of staff and students in planning, decision making, and implementing the plans within the college. The expressed unpredictability of the situation in the colleges, especially with regard to financial matters, is not favourable for rigid bureaucratic approaches of administration and leadership (Owens, 1991).

Suggestions for Further Research

As the study progressed, a number of ideas evolved which require further research in the area of educational administration in Tanzania, as follows:

1. A questionnaire and an interview guide may be used to compare perceptions of principals' role performance of principals and different groups of individuals such as tutors, headquarter administrators, school inspectors, and students who interact with principals.

2. The quadrant assessment model may be used to identify continuing-education needs of other practising administrators at different levels of the educational system in Tanzania; for example, primary-school headteachers, second-school headmistresses and headmasters, and administrators at district, regional, and central offices of the Ministry of Education.

3. Structured observation could be used as a research methodology to compile information about what educational administrators at an identified level actually do.

4. Factors related to success and failure of the role performance of principals in educational administration could be determined by designing a study in which the role performance of principals in both successful and problematic colleges would be investigated.

5. Principals might be introduced to action research methodologies and use such approaches to begin a process of improving their institutions.

Conclusion

Both the literature and the results of this study indicate that principals in teachers' colleges may benefit from continuing-education programs. The characteristics of participants need to be understood and established before inservice education activities are designed and implemented. The findings of this study have revealed that the felt needs of principals are expressed chiefly in the responsibility areas of material-resource management, buildings and environment, and finance and self-reliance projects.

It is evident from this study that a scrupulous appraisal of the objectives of teacher education and the role of a teachers'-college principal with regard to identified problematic tasks and responsibility areas could be an appropriate undertaking in Tanzania towards making relevant modifications in line with the policy of Education for Self-Reliance.

Further research on the role performance of the principal could involve exploring the perceptions of this role of central-office administrators, school and college inspectors, tutors, and students. Moreover, research approaches to include methods of data collection such as interviewing and physical observation of the role performance of principals in colleges might highlight what principals do and how their performance relates to institutional success or failure.

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Appendix A: Letter to Dr. Abram Konrad, Professor and Chair

c/o Department of Educational Administration
University of Alberta
Edmonton, Alberta
Canada
T6G 2G5

August 18, 1993

Dr. Abram Konrad
Chair, Department of Adult, Career,
and Technology Education
The University of Alberta
Edmonton, Alberta
T6G 2G5

Dear Dr. Konrad:

I am a graduate student in a master's program in the Department of Educational Administration. In my research study to assess the administrative skills and knowledge of teachers'-college principals, I wish to use the model which you designed for "Dimensions of Professional Development Programs," in the study with the title Canadian Administrators Have Needs Too. This study was reported in C. W. Edwards and J. W. Pruyne (Eds.), The Administrator in Higher Education: An Assessment of Professional Needs (pp. 40-59), Illinois: Department of Educational Administration, Illinois State University & the UCEA. I am seeking permission to adapt this information in my study.

Yours sincerely,

Joyce Msolla

Appendix B: Letter from Dr. Abram Konrad, Professor and Chair

University of Alberta
Edmonton
Canada T6G 2G5

Adult, Career and Technology Education
Faculty of Education
633 Education South, Telephone (403) 492-3678
Fax (403) 492-5134

August 18, 1993

Miss Joyce Msolla
c/o Dept. of Educational Administration
7-104 Education North
University of Alberta

Dear Miss Msolla:

You have my permission to use the model I designed which appears in Figure 2 titled,"Dimensions of Professional Development Programs," from the chapter Canadian Administrators Have Needs Too in the monograph edited by C.W. Edwards and J.W. Pruyne.

Best wishes in your study.

Cordially,

Konrad

Abram G. Konrad
Professor & Chair

AGK/ds

Appendix C: Principals' Task Statements in Nine Responsibility Areas

Statements Describing Tasks Which a Teachers'-College Principal May Perform in Nine Task Areas

I. Buildings and Environment

BE 19. Ensures that there are enough buildings to enable effective running of the college.

BE 24. Innovates ways in which new buildings might be constructed through self-reliance to meet college-expansion needs.

BE 30. Establishes procedures for keeping all college buildings and environment clean and safe.

BE 31. Administers community use of college buildings and facilities.

BE 48. Collaborates with the housing committee to inspect staff homes in order to ensure that staff houses are kept in good condition as required by government rules and regulations.

BE 100. Ensures that preventive maintenance work is carried out to keep buildings and equipment in good condition.

II. Curriculum and Instruction

CI 2. Ensures that there are enough teaching materials, equipment, and premises such as labs, etc., for effective implementation of the program.

CI 15. Works with tutors to design appropriate methods for evaluating teaching.

CI 25. Facilitates instructional approaches which supplement classroom teaching; for example, field trips, study tours, student exchanges with other colleges, etc.

CI 29. Ensures that tutors teach and mark students' exercises.

CI 44. Teaches a few classes in order to get acquainted with students and set an example.

CI 49. Works with teachers to plan and supervise the implementation of the college timetable which optimally matches time, space, staff, student, and subject matter.

CI 53. Ensures that there is the required number of qualified tutors to meet the needs of the program/s for all courses conducted.

CI 55. Establishes a system for reporting student progress to parents, guardians, or employers.

CI 61. Assists tutors in developing effective practices in teaching for attaining objectives of the program.

CI 73. Maintains proper keeping of academic records which facilitates preparation of required reports for the National Examination Council and the central office in the Ministry of Education and Culture.

CI 76. Collaborates with staff to establish and apply procedures for rewarding outstanding student achievement.

CI 86. Collaborates with the academic coordinator/heads of departments to monitor and ensure that tutors teach effectively according to their lesson plans with respect to the prepared schemes of work and syllabi.

CI 97. Works with teachers to facilitate the availability of syllabi, texts, and reference books necessary for effective teaching of all required subjects.

CI 101. Supervises teaching in practising primary schools.

III. Finance and Self-Reliance Projects

FP 9. Maintains a bookkeeping and accounting system for government funds through proper use of vote book, cash book, and ledgers, etc.

FP 17. Facilitates preparation of budget estimates for funds allocated by the head office in the Ministry of Education and Culture in accordance with the policies, regulations, and procedures of the government.

FP 21. Monitors self-reliance projects in order to maintain proper accounting for college funds.

FP 34. Facilitates preparation of budget estimates for funds raised from self-reliance projects in accordance with the policies, regulations, and procedures of the government.

FP 41. Works with college community to sustain and improve existing self-reliance projects in order to raise college funds.

FP 80. Works with students and staff to innovate new projects for raising self-reliance funds in the college.

FP 89. Ensures that payment for materials and services delivered is not delayed.

FP 107. Plans expenditure of funds allocated by the head office in the Ministry of Education and Culture.

FP 108. Facilitates procurement of funds required for running the college from the central office in the Ministry of Education and Culture.

IV. Internal and External Relations

IE 3. Writes all outgoing official letters from the college unless this can be done by an authorised person.

IE 7. Handles confidential information through appropriate communication with people concerned according to the policies and regulations of the government.

IE 8. Enhances utilisation of neighbouring community resources.

IE 23. Ensures that an appropriate office filing system is maintained.

IE 39. Works with staff members to organise student cultural and sports performances in the community or in other colleges in order to promote a positive college image in the community.

IE 45. Establishes good relationships between the college and various levels of community, for example, village, ward, division, district, and region, through mutual assistance.

IE 50. Takes action on discipline matters requiring his or her intervention.

IE 51. Provides immediate report/s to the central office in the Ministry of Education and Culture of any emergency or major event such as an accident or theft.

IE 52. Resolves conflicts and antagonisms which arise in the college.

IE 60. Promotes adult-education programs in the college and in the community.

IE 63. Reads all incoming official letters unless this can be done by an authorised person.

IE 66. Forwards all official letters from the college unless this can be done by an authorised person.

IE 69. Adopts community input in college decisions.

IE 70. Enables students and staff to get access to relevant educational and professional information from within the college, community, and other sources such as the central office in the Ministry of Education and Culture.

IE 81. Enhances community participation in college activities; e.g., by inviting community members to attend college ceremonies, cultural shows, etc.

IE 82. Deals with conflicting interests of individuals or groups in the college.

IE 92. Promotes the spirit of working together with communities surrounding the college; for example, during the implementation of national campaigns.

IE 95. Distributes college calendar to all concerned parties within and outside the college.

IE 98. Designs a system for involving staff members in evaluating college operations through ways such as consultations, meetings, etc.

IE 102. Provides advice and assistance to neighbouring communities as need arises.

IE 105. Delegates power and responsibility to members of college community.

V. Legal and Ethical Aspects

LE 38. Understands Education Act 25 of 1978.

LE 40. Ensures that a College Board is established and maintained according to Education Act 25 of 1978.

LE 43. Collaborates with the board chairperson to conduct meetings of the college board.

LE 46. Understands teachers' professional policies and regulations established by the Teachers Service Commission.

LE 59. Complies with government standing orders and policies.

LE 77. Complies with the teaching profession regulations outlined by the Teachers Service Commission.

LE 79. Complies with Education Act 25 of 1978, especially in aspects of college-board functions, student dismissal, and registration of teachers.

LE 84. Understands government standing orders.

LE 99. Works with staff to adopt guidelines from the Ministry of Education and Culture to establish regulations for student conduct.

LE 103. Ensures that Tanzanian traditions and customs are maintained by the college community.

VI. Material Resource Management

MR 12. Monitors college records of material resources with regard to purchase, delivery, storage, issuance, and loan in order to maintain up-to-date bookkeeping according to financial orders Part III.

MR 13. Maintains functioning fire-fighting facilities in the college.

MR 18. Ensures that purchase and procurement of services and materials are carried out according to government rules and regulations.

MR 26. Ensures that staff and students are involved in maintaining security in the college.

MR 35. Establishes procedures for checking to ensure that college materials are kept in good order, clean, and safe whether in store or in places of use.

MR 37. Ensures that purchased materials of the same-type quality and quantity are recorded in appropriate ledgers; i.e., food in ration ledger, consumable materials in consumable ledger, and nonconsumable materials in nonconsumable ledger.

MR 47. Ensures that written requests are made for all materials for loan which have to be recorded before issue.

MR 71. Enables members of staff and students to acquire fire-fighting skills.

MR 74. Facilitates availability of materials and equipment to enable effective teaching in all subjects of the program.

MR 91. Ensures that up-to-date inventories are put in rooms of all buildings where there are college materials and equipment.

MR 94. Carries out stock verification frequently.

MR 104. Ensures that a well-maintained library is furnished with books, materials, and equipment needed to facilitate instruction.

VII. Planning and Development

PD 1. Carries out overall institutional planning.

PD 4. Collaborates with staff to prepare the college calendar indicating dates and implementers for all important events in the college.

PD 6. Establishes proper procedures for keeping minutes of staff, student, committee, and department meetings.

PD 10. Plans meetings of the board.

PD 42. Ensures that decisions made during meetings of the college board, teaching staff, nonteaching staff, staff and students, departments, and committees, etc., are implemented.

PD 58. Ensures that all events scheduled in the college calendar take place as planned.

PD 68. Ensures that there is overall proper recordkeeping.

PD 87. Facilitates expansion of college capacity.

PD 88. Enhances preparation of college daily schedule.

PD 90. Ensures that the practising primary school is run effectively.

PD 106. Enhances involvement of practising primary schools in the college program.

VIII. Student Affairs

SA 5. Advises staff of matters pertaining to student rights and responsibilities.

SA 11. Establishes an effective communication system so that students may express their concerns.

SA 14. Develops organisational structures which allow students' involvement in college affairs, e.g., through their government, according to the policies and guidelines.

SA 20. Maintains a well-established system for student accounting through college registers, class attendance registers, etc.

SA 22. Maintains satisfactory and effective provision of students' utilities; for example, health, water, food, transportation, etc.

SA 28. Works with staff to establish ways of guiding and monitoring student discipline.

SA 33. Ensures that only qualified students enroll for appropriate programs.

SA 54. Collaborates with staff to establish procedures for conducting students' graduation ceremony.

SA 56. Facilitates transport arrangements for students to and from holidays.

SA 65. Promotes procedures for evaluating students' discipline.

SA 67. Facilitates availability of guidance and counselling services to students.

SA 75. Facilitates the process of preparing and sending joining instructions to new students.

SA 78. Collaborates with staff to conduct orientation meetings with the new students.

IX. Staff Personnel

SP 16. Establishes a system for encouraging and assisting staff to participate in professional-development activities and programs.

SP 27. Recognises and commends worthwhile accomplishments of staff.

SP 32. Adopts guidelines from the central office to establish staff positions with clearly defined duties and responsibilities.

SP 36. Facilitates staff participation in running the college by establishing functioning committees with clearly stipulated responsibilities.

SP 57. Evaluates the performance of teaching and nonteaching staff members.

SP 62. Facilitates personal and career counselling for staff members.

SP 64. Conducts planned nonteaching staff meetings.

SP 72. Conducts planned teaching-staff meetings.

SP 83. Ensures that the college has the required number of supporting staff to offer the required services.

SP 85. Conducts an orientation program for new staff members.

SP 93. Ensures that every employee obtains benefits according to the Standing Orders and the Teachers Service Commission regulations.

SP 96. Assigns responsibility positions to staff members according to their individual interests and expertise, on one hand, and the organisational goals, on the other hand.

Appendix D: Letter to the Principal Secretary, Ministry of Education and Culture in Tanzania

Department of Educational Administration
7-104 Education North
University of Alberta
Edmonton, Alberta, Canada
T6G 2G5

August 14, 1992

The Principal Secretary
Ministry of Education and Culture
Sectoral Planning Department
Project Implementation Section
P.O. Box 9121
Dar-es-Salaam, Tanzania

Dear Sir:

Re: Permission to Conduct a Research Study in Educational Administration

---

I am a graduate student pursuing a master's degree in educational administration at the University of Alberta. I request permission to conduct a research study in partial fulfilment of the requirements of the program. I intend to carry out a survey study in the area of educational administration. In this study I would like to explore the views of practising principals in teachers' colleges by sending a questionnaire to all principals on the Tanzanian mainland. I will begin this study on September 1st, 1992, after having received your consent.

Enclosed herewith please find a research proposal. Please note that the aim of this study, as indicated in the proposal, is to examine the perceptions of teachers'-college principals of their administrative knowledge and skills in order to provide information about their continuing-education needs. Their cooperation and assistance will be sought to provide the necessary information. Confidentiality is assured, and respondents will not be required to give their names on the questionnaire.

Thank you for your consideration.

Yours sincerely,

Joyce Msolla

Appendix E: Letter from the Principal Secretary, Ministry of Education and Culture In Tanzania

JAMHURI YA MUUNGANO WA TANZANIA
WIZARA YA ELIMU NA UTAMADUNI

Anuani ya Simu; "Elimu" DAR ES SALAAM
Simu; 27311
Telex 41742 Elimu Tz.
Unapojibu tafadhali taja;

SANDUKU LA POSTA 9121
DAR ES SALAAM

Kumbukumbu Namba: ED/A3/10/RP/II/125

30/9/1992

Principals of Teacher Training Colleges
Tanzania.

Re: RESEARCH CLEARANCE FOR MISS JOYCE MSOLLA

The above mentioned is MED student at the University of Alberta in Canada. She is now back in the Country to collect her data on a thesis titled "PERCEPTION OF TEACHERS' COLLEGE PRINCIPALS FOR THEIR ROLE IN TANZANIA".

The Ministry of Education and Culture has granted her permission to collect the information she requires from all principals of teacher training Colleges in Mainland Tanzania. Please cooperate with Miss Msolla by assisting her in answering the questionnaire that she will send to you.

Thank you for your cooperation.

Mrs Bishara T. Seif
for PRINCIPAL SECRETARY

Appendix F: Covering Letter for the Questionnaire to Respondents

Department of Educational Administration
7-104 Education North
University of Alberta
Edmonton, Alberta, Canada
T6G 2G5

November 14, 1992

The Principal
____________________ Teachers' College
P.O. Box ______
____

Dear Sir/Madam:

Re: Participation in a Research Study in
Educational Administration

It is my pleasure to request that you participate in a research study which is being conducted in the area of educational administration. In this study the perceptions of teachers'-college principals of their administration knowledge and skills will be explored. It is expected that useful information about the principal's role in teachers' colleges may be generated and potential continuing-education needs examined.

I realise that your time is valuable and that you have other things to do; therefore, your contribution, which is of great importance to the success of this study, will be highly appreciated. Although the questionnaire is long, it is hoped that you will spare some time in your busy schedule to complete and return it. A comprehensive questionnaire was necessary to enable a survey to be conducted of administrative duties and responsibilities of principals. It is hoped that, through your support, the study might provide some useful findings with respect to the role of a principal.

Your participation in this research study involves providing the required information in **the enclosed questionnaire**. Please respond to the questions by giving your answers together with general comments, views, recommendations, etc., wherever applicable. The questionnaire is self-explanatory, all replies will be confidential, and no names are required. The results will be communicated to interested participants. The time allowed for this study is very limited; therefore, please return the questionnaire as soon as possible after completion, using the self-addressed envelope with paid postage, which are enclosed.

Thank you for your cooperation.

Yours sincerely,

Joyce Msolla

Appendix G: The Questionnaire

Administrative Role Performance of a Teachers'-College Principal

Guide to Questionnaire

This questionnaire is divided into three sections, A, B, and C. Please answer questions in all sections. The responses which you give may be used to generate useful information with regard to the role of a teachers'-college principal.

SECTION A

You are asked to give the required information in the following items by either putting a circle around the number of the correct answer or writing the answer in the space provided:

I. College population:
1. below 249 2. 250-499
3. 500-749 4. 750-999
5. above 1,000

II. Courses conducted at the college:
1. Grade B 2. Grade A
3. dip. inservice 4. dip. preservice
5. inservice cert. 6. short courses
7. others (specify) ____________________

III. Your academic/professional qualifications:
1. certificate 2. diploma
3. B.A. 4. B.Sc.
5. M.A. 6. M.Sc.
7. others (specify) ____________________

IV. Year in which you were appointed to become a principal: ________

V. Your age category:
1. 25-34 2. 35-44
3. 45-55 4. over 55

VI. Your sex:
1. Male 2. Female

VII. Number of years for which you taught at the following levels before becoming a principal:
1. primary from _____ to _____, total _____ years
2. secondary from _____ to _____, total _____ years
3. teachers' college from _____ to _____, total _____ years
4. others (specify) ____________________

VIII. Number of years for which you held the following positions before becoming a principal:
1. vice principal ____ 2. dean of students ____ 3. academic coordinator ____
4. head of department ____ 5. others (specify) ____________________

IX. From which of the listed ways have you been able to acquire management, administration, and leadership knowledge and skills:
1. short courses 2. workshops 3. seminars 4. formal training; e.g., university
5. self-effort 6. others (specify) ____________________

SECTION B

Listed below in this section are statements describing responsibility tasks which a teachers'-college principal may perform. You are expected to score each of these statements under **two** given headings by using a six-point scale as shown below:

0 - statement does not apply
1 - very low
2 - low
3 - moderate
4 - high
5 - very high

To begin, select a score for each responsibility task once under the heading Perceived Importance of the Task for the Principal by putting a circle around the number which you consider describes most accurately the degree of importance which you perceive for that task, and then repeat the process under Current Degree of Difficulty Encountered by the Principal in Performing the Task to indicate the level of difficulty which you encounter for each responsibility task.

Assume that the principal may work with other staff members to complete the tasks.

Task statements	Perceived importance of the task for you as a principal: low--->high	Difficulty encountered by you as a principal in performing the task: low--->high
1. Carries out overall institutional planning. (Observations/views/comments/reasons with regard to your scoring, if any: Importance: ______________________________ ______________________________ Difficulty: ______________________________ ______________________________)	0 1 2 3 4 5	0 1 2 3 4 5
2. Ensures that there are enough teaching materials, equipment, and premises such as labs, etc., for effective implementation of the program. (Observations/views/comments/reasons with regard to your scoring, if any: Importance: ______________________________ ______________________________ Difficulty: ______________________________ ______________________________)	0 1 2 3 4 5	0 1 2 3 4 5
3. Writes all outgoing official letters from the college unless this can be done by an authorised person. (Observations/views/comments/reasons with regard to your scoring, if any: Importance: ______________________________ ______________________________ Difficulty: ______________________________ ______________________________)	0 1 2 3 4 5	0 1 2 3 4 5

4. Collaborates with staff to prepare the college calendar indicating dates and implementers for all important events in the college. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

5. Advises staff of matters pertaining to student rights and responsibilities. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

6. Establishes proper procedures for keeping minutes of staff, student, committee, and department meetings. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

7. Handles confidential information through appropriate communication with people concerned according to the policies and regulations of the government. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

8. Enhances utilisation of neighbouring community resources. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

9. Maintains a bookkeeping and accounting system for government funds through proper use of vote book, cash book, and ledgers, etc. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

10. Plans meetings of the board. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

11. Establishes an effective communication system so that students may express their concerns. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

12. Monitors college records of material resources with regard to purchase, delivery, storage, issuance, and loan in order to maintain up-to-date bookkeeping according to financial orders Part III. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

13. Maintains functioning fire-fighting facilities in the college. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

14. Develops organisational structures which allow students' involvement in college affairs, e.g., through their government, according to the policies and guidelines. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

15. Works with tutors to design appropriate methods for evaluating teaching. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

16. Establishes a system for encouraging and assisting staff to participate in professional-development activities and programs. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

17. Facilitates preparation of budget estimates for funds allocated by the head office in the Ministry of Education and Culture in accordance with the policies, regulations, and procedures of the government. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

18. Ensures that purchase and procurement of services and materials are carried out according to government rules and regulations. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

19. Ensures that there are enough buildings to enable effective running of the college. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

20. Maintains a well-established system for student accounting through college registers, class attendance registers, etc. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

21. Monitors self-reliance projects in order to maintain proper accounting for college funds. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

22. Maintains satisfactory and effective provision of students' utilities; for example, health, water, food, transportation, etc. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

23. Ensures that an appropriate office filing system is maintained. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

24. Innovates ways in which new buildings might be constructed through self-reliance to meet college-expansion needs. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

25. Facilitates instructional approaches which supplement classroom teaching; for example, field trips, study tours, student exchanges with other colleges, etc. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

26. Ensures that staff and students are involved in maintaining security in the college. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

27. Recognises and commends worthwhile accomplishments of staff. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring,
if any:
Importance: ______________________________
____
Difficulty: ______________________________
____)

28. Works with staff to establish ways of guiding and monitoring student discipline. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring,
if any:
Importance: ______________________________
____
Difficulty: ______________________________
____)

29. Ensures that tutors teach and mark students' exercises. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring,
if any:
Importance: ______________________________
____
Difficulty: ______________________________
____)

30. Establishes procedures for keeping all college buildings and environment clean and safe. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring,
if any:
Importance: ______________________________
____
Difficulty: ______________________________
____)

31. Administers community use of college buildings and facilities. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring,
if any:
Importance: ______________________________
____
Difficulty: ______________________________
____)

32. Adopts guidelines from the central office to establish staff positions with clearly defined duties and responsibilities. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring,
if any:
Importance: ______________________________
____
Difficulty: ______________________________
____)

33. Ensures that only qualified students enroll for appropriate programs. 0 1 2 3 4 5   0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

34. Facilitates preparation of budget estimates for funds raised from self-reliance projects in accordance with the policies, regulations, and procedures of the government. 0 1 2 3 4 5   0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

35. Establishes procedures for checking to ensure that college materials are kept in good order, clean, and safe whether in store or in places of use. 0 1 2 3 4 5   0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

36. Facilitates staff participation in running the college by establishing functioning committees with clearly stipulated responsibilities. 0 1 2 3 4 5   0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

37. Ensures that purchased materials of the same-type quality and quantity are recorded in appropriate ledgers; i.e., food in ration ledger, consumable materials in consumable ledger, and nonconsumable materials in nonconsumable ledger. 0 1 2 3 4 5   0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

38. Understands Education Act 25 of 1978. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

39. Works with staff members to organise student cultural and sports performances in the community or in other colleges in order to promote a positive college image in the community. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

40. Ensures that a College Board is established and maintained according to Education Act 25 of 1978. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

41. Works with college community to sustain and improve existing self-reliance projects in order to raise college funds. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

42. Ensures that decisions made during meetings of the college board, teaching staff, nonteaching staff, staff and students, departments, and committees, etc., are implemented. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

43. Collaborates with the board chairperson to conduct meetings of the college board. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

44. Teaches a few classes in order to get acquainted with students and set an example. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

45. Establishes good relationships between the college and various levels of community, for example, village, ward, division, district, and region, through mutual assistance. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

46. Understands teachers' professional policies and regulations established by the Teachers Service Commission. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

47. Ensures that written requests are made for all materials for loan which have to be recorded before issue. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

48. Collaborates with the housing committee to inspect staff homes in order to ensure that staff houses are kept in good condition as required by government rules and regulations. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

49. Works with teachers to plan and supervise the implementation of the college timetable which optimally matches time, space, staff, student, and subject matter. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

50. Takes action on discipline matters requiring his or her intervention. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

51. Provides immediate report/s to the central office in the Ministry of Education and Culture of any emergency or major event such as an accident or theft. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

52. Resolves conflicts and antagonisms which arise in the college. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

53. Ensures that there is the required number of qualified tutors to meet the needs of the program/s for all courses conducted. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

54. Collaborates with staff to establish procedures for conducting students' graduation ceremony. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

55. Establishes a system for reporting student progress to parents, guardians, or employers. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

56. Facilitates transport arrangements for students to and from holidays. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

57. Evaluates the performance of teaching and nonteaching staff members. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

58. Ensures that all events scheduled in the college calendar take place as planned. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

59. Complies with government standing orders and policies. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

60. Promotes adult-education programs in the college and in the community. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

61. Assists tutors in developing effective practices in teaching for attaining objectives of the program. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

62. Facilitates personal and career counselling for staff members. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

63. Reads all incoming official letters unless this can be done by an authorised person. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

64. Conducts planned nonteaching staff meetings. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

65. Promotes procedures for evaluating students' discipline. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

66. Forwards all official letters from the college unless this can be done by an authorised person. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

67. Facilitates availability of guidance and counselling services to students. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:

Importance: ______________________________

____

Difficulty: ______________________________

______________________________)

68. Ensures that there is overall proper recordkeeping. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:

Importance: ______________________________

____

Difficulty: ______________________________

______________________________)

69. Adopts community input in college decisions. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:

Importance: ______________________________

____

Difficulty: ______________________________

______________________________)

70. Enables students and staff to get access to relevant educational and professional information from within the college, community, and other sources such as the central office in the Ministry of Education and Culture. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:

Importance: ______________________________

____

Difficulty: ______________________________

______________________________)

71. Enables members of staff and students to acquire fire-fighting skills. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:

Importance: ______________________________

____

Difficulty: ______________________________

______________________________)

72. Conducts planned teaching-staff meetings. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:

Importance: ______________________________

____

Difficulty: ______________________________

______________________________)

73. Maintains proper keeping of academic records which facilitates preparation of required reports for the National Examination Council and the central office in the Ministry of Education and Culture. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

74. Facilitates availability of materials and equipment to enable effective teaching in all subjects of the program. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

75. Facilitates the process of preparing and sending joining instructions to new students. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

76. Collaborates with staff to establish and apply procedures for rewarding outstanding student achievement. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

77. Complies with the teaching profession regulations outlined by the Teachers Service Commission. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

78. Collaborates with staff to conduct orientation meetings with the new students. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

79. Complies with Education Act 25 of 1978, especially in aspects of college-board functions, student dismissal, and registration of teachers. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

80. Works with students and staff to innovate new projects for raising self-reliance funds in the college. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

81. Enhances community participation in college activities; e.g., by inviting community members to attend college ceremonies, cultural shows, etc. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

82. Deals with conflicting interests of individuals or groups in the college. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

83. Ensures that the college has the required number of supporting staff to offer the required services. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

84. Understands government standing orders. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

85. Conducts an orientation program for new staff members. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

86. Collaborates with the academic coordinator/heads of departments to monitor and ensure that tutors teach effectively according to their lesson plans with respect to the prepared schemes of work and syllabi. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

87. Facilitates expansion of college capacity. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

88. Enhances preparation of college daily schedule. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

89. Ensures that payment for materials and services delivered is not delayed. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

90. Ensures that the practising primary school is run effectively. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________________)

91. Ensures that up-to-date inventories are put in rooms of all buildings where there are college materials and equipment. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

92. Promotes the spirit of working together with communities surrounding the college; for example, during the implementation of national campaigns. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

93. Ensures that every employee obtains benefits according to the Standing Orders and the Teachers Service Commission regulations. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

94. Carries out stock verification frequently. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

95. Distributes college calendar to all concerned parties within and outside the college. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

96. Assigns responsibility positions to staff members according to their individual interests and expertise, on one hand, and the organisational goals, on the other hand. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____
____
Difficulty: ____
____)

97. Works with teachers to facilitate the availability of syllabi, texts, and reference books necessary for effective teaching of all required subjects. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

98. Designs a system for involving staff members in evaluating college operations through ways such as consultations, meetings, etc. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

99. Works with staff to adopt guidelines from the Ministry of Education and Culture to establish regulations for student conduct. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

100. Ensures that preventive maintenance work is carried out to keep buildings and equipment in good condition. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

101. Supervises teaching in practising primary schools. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

102. Provides advice and assistance to neighbouring communities as need arises. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

103. Ensures that Tanzanian traditions and customs are maintained by the college community. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

104. Ensures that a well-maintained library is furnished with books, materials, and equipment needed to facilitate instruction. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

105. Delegates power and responsibility to members of college community. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

106. Enhances involvement of practising primary schools in the college program. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

107. Plans expenditure of funds allocated by the head office in the Ministry of Education and Culture. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

108. Facilitates procurement of funds required for running the college from the central office in the Ministry of Education and Culture. 0 1 2 3 4 5 0 1 2 3 4 5
(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ______________________________
____
Difficulty: ______________________________
______________________________)

Use space at the end of the list of task statements and/or use extra paper if necessary to:

i. suggest and score additional task statements which in your opinion describe responsibility tasks performed by the principal, but have been omitted from the list;

ii. also select task statements from the list which you think do not describe the principal's role accurately and then, with the same statement number, rewrite such statements using alternative wording which you feel is more appropriate.

ADDITIONAL OR ALTERNATIVE TASK STATEMENTS:

1. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

2. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

3. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

4. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:
Importance: ____________________
____
Difficulty: ____________________
____________________)

5. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:

Importance: ______________________________

____

Difficulty: ______________________________

______________________________)

6. 0 1 2 3 4 5 0 1 2 3 4 5

(Observations/views/comments/reasons with regard to your scoring, if any:

Importance: ______________________________

____

Difficulty: ______________________________

______________________________)

SECTION C

Please answer the following questions in this section according to your own experiences, perceptions, and situation in the position of a teachers'-college principal. Use the space provided and extra paper whenever necessary.

(i) (a) Outline what you as a principal **actually do** in a typical working **day**.

(b) From the tasks described in (i) (a) above, **what do you** consider to be the **most important tasks** in such a typical **day**? Are there any reasons for your choice?

(ii) (a) Outline what you, as a principal, **actually do** in a typical working **week**.

(b) From (ii) (a) above, what do you consider to be the **most important tasks** in such a typical working **week**?

(iii) Mention the most significant problems, impediments, or difficulties which you encounter in carrying out your duties, and suggest ways in which each of these problems can be solved or dealt with.

(iv) Do you find your role as a principal difficult to perform? Your answer might be yes, no, yes and no, neither yes nor no, etc. Please explain and give reasons.